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ABSTRACT

This report examines efforts in Idaho to provide transition information and planning to secondary students with disabilities and their families. It offers an ideal profile of best transition practices. It then reports on a survey of 247 teachers, 170 principals, and 105 special education directors/superintendents in Idaho. The survey examined: (1) school district participation in formal transition planning, use of a manual, teacher training in transition, maintaining relationships between academic and vocational programs, developing strategies with adult service agencies, and using interagency agreements; (2) integration of students' transition plans with Individual Education Programs; (3) participation of students, parents, and agency personnel in setting student goals; (4) current practices of each school district with respect to age-related time tables for invoking vocational emphasis, making available community-based instruction, performing learned skills in new environments, and providing disability-appropriate instruction; and (5) interacting with community services and working environments, offering specialists to guide transition efforts, and doing follow-up to assess the impact of current transition practices. Seventeen recommendations are offered. Appendixes contain the survey form, a description of the Idaho Transition Project, description of a vocational personnel preparation grant, and description of the Interagency Working Group on Transition. (Contains approximately 50 references.) (JDD)

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Idaho Transition Report

A Comprehensive Analysis and Survey of Idaho's Current System of Transition Services for Students in Special Education

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October 1991

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Table of Contents

October 1991

Introduction . . . 1-6

National Transition Efforts 2-3
Other Federal Legislation 3
Other States' Activities 3-4
Parent Involvement 5
Idaho Transition Activities 5-6
The Purpose of This Study 6

Exemplary Models . . . 7-12

An Ideal Profile of Best Practices 8-12
Table 1: School Districts Demonstrating Exemplary Practices 10
Nampa School District #131 10
Idaho Falls School District #91 11
Lewiston Independent School District #340 12

Methodology . . . 13-20

Sample Selection 13
Question Construction and Source Instruments 13-14
Developing the Survey Instruments 14-15
Instrument Distribution and Follow-up 15
Respecting Confidentiality 16
Handling Data 16
Survey Instrument Rationale 16-20

Statewide Transition Survey Findings . . . 21-45

School Administration 23-30
Table 3: Use of Formal/Written Transition Planning by Idaho School Districts 23
Table 4: Idaho School District's Use of Transition Manuals By Size of Enrollment 24
Table 5: School Districts Providing Information on Transition Planning By Size of Enrollment 25
Table 6: School Districts With Ongoing Relationships Between Special Education and Regular Academic Programs By Enrollment 25
Table 7: School Districts With Ongoing Relationships Between Special Education and Vocational Education Programs By Enrollment 26
Table 8: School District Interaction With Adult Service Agencies By Size of Enrollment 27
Table 9: School District Having Interagency Arrangements With Local Adult Service Agencies . 27
Table 10: Reference Comparisons For Director Versus Superintendent Responses on Question #2 Through Question #7 28
Table 11: Reference Comparisons For Principal and Teacher Responses on Question #2 Through Question #7 28
Chart A: Components of Transition Planning - Seven Key Ingredients 29
Table 12: Idaho School Districts Having All Seven Transition Planning Components 30
Chart B: Interagency Arrangements - Administrators 30

Classroom Administration 31-38
Chart C: Classroom Where Instruction Occurs 31
Table 13: Type of Classroom Where Instruction Takes Place By Size of Enrollment 32
Table 14: Grade Level of Students 32
Chart D: Teacher's Classroom - Number of Special Education Students 33
Table 15: Integration of Student Individual Education Program By Type of Classroom Where Instruction Occurs 34
Chart E: Transition Planning Goals - Number of Parents Suggesting Goals 35
Table 16: Teachers Including Transition Goals in Student Transition Plans 36
Chart F: Transition Planning - Number of Students Directly Involved 36
Chart G: Transition Planning - Agency Personnel Participation 37
Chart H: Transition planning - Barriers to Implementation 38

Curriculum 39-41
Table 17: Students With Disabilities Receive Pre-Vocational Or Vocational Instruction 39
Chart I: Community-Based Instruction 40
Table 18: Availability of Disability Curriculum Materials By Formal Planning Process and Transition Manual Use 41
Table 19: Availability of Disability Curriculum Materials By Size of District Enrollment 41

Transition Practices 42-45
Table 20: Transition Areas Routinely Contained in Student IEP Goals 42
Table 21: Transition Areas Routinely Contained in Student IEP Goals By Type of Classroom ... 43
Chart J: Graduation Awards - Type of Award at Graduation 43
Table 22: Existence of Formal Job Descriptions By Position of Respondent 44
Chart K: Follow-up Contacts - Monitoring Students After Graduation 45

Recommendations . . . 47-52

Bibliography . . . 53-56

Appendices
Idaho Transition Survey for Teachers 57-58
Idaho Transition Survey 59
Idaho Transition Project 61-67
VI-D Personnel Preparation Grant 69-72
Interagency Working Group on Transition 73-75

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Introduction

Last year, Teresa graduated from her local high school. She had received special education and related support services since elementary school. At age 13, Teresa started participating in school-sponsored training activities in the community with her teacher and a small group of other students. She learned to shop at a grocery store, take a bus, and order from fast-food restaurants. When she reached age 14, Teresa spent at least two hours during each school day in community-based job training. In school, she had trained in occupations such as food services, domestic home cleaning, and clerical and custodial assistance. When she was ready to leave school, Teresa knew she wanted to be a clerical worker. She already knew how to run a copy machine and felt confident she could do the job. The transition program was able to match her with an employer, and she moved directly from school to an office job. Now Teresa works 20 hours a week and takes the bus to work, a 30-minute ride. "I'm so glad she was able to get a job so she won't forget all the things she learned in school," says her mother. "It's amazing, really, what she can do. I'm so proud of her, but more importantly, she's proud of herself."[1]

Transition, by definition, is a time of change, a shift in surroundings or supports. For students, it is a time to move from the safety and security of school to the independence and uncertainty of adulthood. For students with disabilities this time has particular significance. The maze of agencies and services available to young people with disabilities is fragmented and complicated. A map is needed to help the student and family make the right choices. The planning for this time must start early, in junior high or before, to adequately prepare the student for a successful life. And this planning must take place in a community that is a partner to the effort and welcomes young people with disabilities as they plan for leaving school and entering adult life.

This report examines efforts in Idaho to provide transition information and planning to secondary students with disabilities and their families. Transition is that process whereby the parents and the student, the school, the different service agencies and the community work together to enable the student to move successfully from school to adult life. Transition certainly occurs at other stages in life, but it is the passage from school to work and independence which are reviewed here.

[1] Wright and King in Americans with Developmental Disabilities: Policy Directions for the States.

National Transition Efforts

It has been 17 years since the federal government passed legislation requiring states to provide special educational services to students with disabilities. With the enactment of PL 94-142 came the recognition that schools were not meeting the needs of these children, who have the same right as children without disabilities to a free and appropriate public education. While this law had the unintended outcome of separating students with disabilities in order to provide those 'appropriate' services, it was, on the whole, applauded for its aims.

Since that time, amendments have been made to the original act. In 1986, the services outlined in PL 94-142 for children ages 6-21, were extended down to pre-schoolers ages 3-5, and states were encouraged to develop comprehensive systems for children birth to age 3. This was PL 99-457, and transition between Part B (pre-school) and Part H (infants and toddlers) was emphasized. Both pre-school and early intervention components of that federal law are now supported in Idaho statute.

In 1990, Congress passed the most recent amendments to federal education legislation and renamed the law the Individuals with Disabilities Education Act (IDEA). This law brought a number of changes, including: the addition of "autism" and "traumatic brain injury" as disability categories for which children must receive services, the substitution throughout the act of "children with disabilities" for the previous language "handicapped children", and the inclusion of "transition services" in the student's educational plan. For the first time, Congress recognized the need for requiring a coordinated effort to assist students with disabilities as they progress through and out of school. Specifically, transition services are addressed in PL 101-476 as:

> *"a coordinated set of activities for a student, designed within an outcome-oriented process, which promotes movement from school to post-school activities, including post-secondary education, vocational training, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation. The coordinated set of activities shall be based upon the individual student's needs, taking into account the student's preferences and interests, and shall include instruction, community experiences, the development of employment and other post-school adult living objectives, and, when appropriate, acquisition of daily living skills and functional vocational evaluation."*

In addition to defining transition services, the law requires the student's educational plan to include:

> *"a statement of the needed transition services for students beginning no later than age 16 and annually thereafter (and, when determined appropriate for the individual, beginning at age 14 or younger), including, when appropriate, a statement of the interagency responsibilities or linkages (or both) before the student leaves the school setting", and*
>
> *"In the case where a participating agency, other than the educational agency, fails to provide agreed upon services, the educational agency shall reconvene the IEP team to identify alternative strategies to meet the transition objectives."*

Sections 305 and 306 of IDEA reference coordination of transition services with post-secondary education and vocational rehabilitation.

In addition to the above, eighteen innovative programs funded by the Office of Special Education and Rehabilitative Services (OSERS) have been implemented across the U.S. to develop, demonstrate, and disseminate models of transition service and planning for students with severe disabilities. OSERS has also funded the Transition Institute at the University of Illinois at Champaign-Urbana, which acts as a national clearinghouse on transition information.

Other Federal Legislation

PL 93-112, The Rehabilitation Act of 1973, and its 1983, 1986, and 1990 amendments deal with rehabilitation services to all individuals. Section 504 in particular has provided protection and assurances to students with disabilities in schools receiving federal funds. PL 98-199 provided several amendments in 1983, among them the authorization for the establishment of demonstration projects, awarded on a competitive basis, to facilitate transition from school to work for youths with disabilities.

PL 98-524, The Vocational Education Act of 1984 (Carl D. Perkins Act), authorized funding for vocational education programs for youths with disabilities. This law provided "equal access" to recruitment, enrollment, and placement in vocational education programs for special populations. Amendments were made in 1990 under PL 101-392 emphasizing the integration of vocational and academic education, and the name was changed to the Carl D. Perkins Vocational and Applied Technology Education Act. Under these amendments, funds to school districts must be used for new and improved vocational and applied technology programs for students with disabilities and those who are economically disadvantaged, but cannot be used for regular vocational programs. This should result in an increased focus on transition activities related to vocational training for students with disabilities.

Other States' Activities

The addition of a federal requirement for transition planning for students in special education in the states followed a number of demonstration projects and system change efforts that had been occurring across the U.S. through the previous decade.

California has two programs for transition. The Workability I Program, funded by the State Department of Education using some federal funds, is designed for secondary students and provides pre-vocational and vocational training, assessment, experience, and career guidance. The Workability II and III Programs and the Transition Partnership Program are designed for post-secondary students and adults, including those in rehabilitation facilities (occupational centers), and are funded jointly with federal, state, and local dollars.

Colorado developed an Interagency Transition Policy in 1986 among a coalition of the state's human service agencies. The focus of the policy is to prepare youth with disabilities for real work and to make functional life skills curricula available to any who need it. Transition plans, (integrated within the IEP) are developed for every student with a disability aged twelve and older by local transition teams. The policy was originally implemented at three pilot sites.

Illinois assigned the responsibility for developing a statewide transition plan (required by 1985 state law) to the Governor's Planning Council on Developmental Disabilities. That plan was incorporated into an interagency agreement among the Council, the Departments of Education, Mental Health and Disabilities, and Rehabilitation Services. A Transition Assistance Committee was formed and Pilot Transition Projects using local transition planning committees were implemented. The resulting Illinois Transition Project is outcome-focused, recognizing the need for a good data base and strong community involvement.

Kansas utilized a State Transition Committee to develop their state transition planning program which was mandated by state law in 1986. A division of the Department of Social and Rehabilitation Services is designated as the lead agency and works with local transition councils to develop, provide and coordinate services. State level transition counselors provide assistance to local districts, which must include a transition plan with the student's IEP.

Maine has developed a pilot project for young people ages 20-26 with mental retardation who are living at home and leaving school. The individuals design their own transition program, assisted by an interdisciplinary team, and the project pays for services not funded by any other source, up to $12,000 per person per year.

Massachusetts has a statutorily mandated program for young adults with severe disabilities who are 22 or about to turn age 22 and who no longer qualify for special education services. The State Bureau of Transition Planning works with the young person, the family, and the appropriate agencies to develop an Individual Transition Plan which outlines any services the person needs, who will provide that service and for what length of time it will be provided. Services are dependent upon state appropriation and in 1989-90 served 200 individuals out of 1,000 referrals.

Minnesota has established a State Transition Interagency Committee which sets policy and facilitates coordination among local and state agencies, and which is staffed by the Interagency Office on Transition within the Department of Education. That office, created in 1986, is state funded and provides technical assistance to community interagency transition teams. Transition needs are required by state law to be included in a student's IEP by age 14 or grade 9. A data collection system for following students after graduation has been designed.

New Jersey has adopted an interagency supported employment initiative which uses school district case managers to assist students and their families, job coaches to help the student learn the skills needed to be proficient in a job, and support services from Vocational Rehabilitation followed by long-term support from Developmental Disabilities.

Parent Involvement

PL 94-142 included language spelling out the participation of families in the education of their children with disabilities, but no specific mechanisms to do so were included until amendments to the Rehabilitation Act were made in 1983, under PL 98-199. This law authorized the establishment of parent training and information centers, expressly designed to provide families with information on educational and other systems and how families may effectively represent their child's best interests in the process. In September 1989, Idaho received federal funds from OSEP to establish a statewide Parent Education and Resource Center Project under the administration of Idaho Parents Unlimited, Inc. Transition services and planning are an ever-increasing focus of PERC's parent education and information activities.

The 1990 federal education amendments came after an entire generation of children had progressed through their school years under the mandates of PL 94-142. Families witnessed the assistance provided by that law, but also were recognizing its shortcomings. Students in special education were dropping out or aging out of school, some were graduating by regular or alternative means, and many were returning home with no plan for where to go from there. The future was dependent upon parents who frequently were unaware of the range of options available. Jobs, post-secondary training, and living independently were a rarity for students with disabilities. And so, parents and students began to push for more. Their voices are just beginning to be heard on the transition front, and the chorus will undoubtedly become much louder.

Idaho Transition Activities

As other states were initiating transition planning, Idaho was beginning a series of activities around transition. Some local school districts were engaging in a variety of school to work projects that were largely dependent upon local initiative and student need.

In 1983, amendments to the Rehabilitation Act, PL 98-199, authorized demonstration projects in transition. One year later, the State Department of Education received federal funding for the Idaho Transition Project, a multi-year effort aimed at developing and implementing an interagency model approach to transition planning. This project was the source of several products, one of which was *Transition! School to Community, a Guide for Transition Planning*. This book, together with grant awards and technical assistance and support to pilot district sites, laid the foundation in many areas of the state for transition efforts. In-service training, summer institutes, and on-site technical assistance were provided to school districts using the model set forth in the transition manual as a guide. Job coaches and community work coordinators were identified and trained in a School-To-Work Project. Manuals were developed for parents on the topics of financial and medical benefits, employment and training options, and recreation and leisure activities. As the project progressed, parents were included more and more in the training. In addition to the pilot sites, awards were made to local districts interested in developing innovative strategies on such topics as curriculum adaptation. Also, to measure efficacy, a follow-along study was initiated in conjunction with the Idaho Center on Developmental Disabilities, the University Affiliated Program (UAP) at the University of Idaho.

In 1985, Idaho was selected to receive a two-year OSERS grant to develop a cooperative state-level interagency model on transition that could be disseminated to other states. This led to the development of the Interagency Work Group on Transition, which focused on the interagency agreements needed to facilitate transition planning at all levels. A variation on this original group continues to meet quarterly to share information and coordinate activities on transition.

In conjunction with the Idaho Transition Project, a two-year Personnel Preparation Grant was awarded in 1984 to improve prevocational, vocational, and transitional services in schools and communities across Idaho. The SDE utilized this grant to effect change at the local level regarding how programs and services were perceived, developed, and offered.

The Idaho Transition Project continued through 1990, completing the original grant and an extension grant. Staffing shifts within the Department of Education have recently reallocated staff previously assigned to transition coordination. The SDE does, however, acknowledge that transition remains a critical issue, particularly with regard to staffing shortages, community supports, and a "mindset" that does not value functional instruction. After 6 years of effort, the SDE is looking to districts to utilize the information that is available and implement transition planning consistent with the new requirements in federal law. To assist in that effort, the SDE has compiled an Implementation Manual which provides guidance to districts in the development and provision of special education services, including transition planning.

The Purpose of This Study

In September, 1989, the Idaho Council on Developmental Disabilities adopted a five-year plan that included a goal stating:

> *All Idaho children ages birth-21 will have access to educational services of their choice in integrated settings regardless of disability. Educational services will be provided throughout the state and fully involve the parents, family and student in service planning, delivery, and outcome strategies.*

One series of objectives which emanated from this goal was directed at transitional planning for students moving from school to adult life. Recognizing that the SDE had undertaken a number of activities at the state and local level, and that some districts had initiated transition activities independent of the state's efforts, the Council was interested in the current transition planning in the districts and individual schools to determine the effect of six years of concentrated effort. At the same time, families with children in secondary schools were expressing concern about options available to their children and the wide variation in information they were receiving.

To determine how the transition information had been retained and was being utilized for individual students in all of Idaho's secondary schools, the Council distributed two surveys in the spring of 1991. One was designed for special education teachers and the other for administrators (special education directors, superintendents, and building principals). The survey data, together with an analysis of the transition efforts of the SDE, provide the findings upon which this report is based.

Exemplary Models

The Idaho Transition Project, a federally funded grant, was administered by the State Department of Education from 1987 through 1989. Project activities focused on in-service training designed to develop school-based transition systems in seventy-one school districts. The districts were selected to participate in the Idaho Transition Project through an invitational process. Transition training focused on systematic changes through the development of the components identified as essential for more effective school-based transition services which are reflected below. Also, additional stipends were awarded districts to develop work experience programs, vocational programs, curriculum development to support youth in functional community programs, and interagency partnerships and agreements at the local level.

Although most districts across Idaho have access to information regarding transition planning, their utilization of that information has taken a variety of forms. In order to examine which districts exemplify best practices in their transition planning researchers used the guide *Transition! School to Community, A Guide for Transition Planning* developed by the Idaho Department of Education, Special Education Section. This guide provides the framework for developing an "Ideal Profile" of transition practices within districts across Idaho.

Some districts may have embraced the concepts outlined in the SDE's Transition Guide and have attempted to implement them generally across the district. Districts that exemplify best practices in transition planning will contain the characteristics detailed in the SDE Transition Guide. While most districts may not excel in every area of transition planning processes, they may exemplify best practices in one or more areas of transition planning, (i.e. community-based work experience programs, or interagency transition planning with adult community agencies) and should be recognized for their efforts.

An Ideal Profile of Best Practices

To help lay the foundation the school district needs to have a clear definition and view of what transition is or is not in that district. The district incorporates the key elements to transition: namely longitudinal, vocational, and independent living skills training throughout the primary, middle, and secondary years. The school district should have formal and informal interagency transition planning agreements in place and current within the district. The district has consistent parent, student, and employer involvement with school staff in the transition planning process. The district has community and professional awareness programs in place and demonstrated support of multiple employment and other adult service options.

The Degree of Transition Planning Within The District

Ideally, districts would provide opportunities and services that support quality adult living and when possible prevent interruption of needed services. The districts promote the Least Restrictive Environment (LRE) in community living and assis. individuals to become responsible citizens, good workers and fully functioning members of the community.

School-Based Transition Systems, "Essential Components For Success"

The exemplary district:

- provides local administrative support and program cooperation between regular education, vocational education, special education, and adult service agencies. Planning for a student's instruction matches the student's skills and the post-secondary education community environments which include additional education, the job market, independent living, and leisure opportunities. Interagency cooperation from the district is active at the state, regional, and local levels

- demonstrates efforts to address inclusion of students within their communities covering the major planning areas of financial/income; vocational training/placement/post-secondary education; living arrangements; personal management; leisure/recreation; transportation; medical services; advocacy/legal services; and personal/family relationships.

- promotes and utilizes as part of their transition planning, business and private sector support and strong interactive parent/student education and family involvement, articulating values and desired outcomes for their children.

- provides families with information about community resources; identifies and assists families with areas of adult services for their child; alternate resources; mixes and matches needs of student/family with available resources in the community; assists in establishing one-to-one contact with the family and representatives of adult agencies; follows through to make sure the link is there; provides outreach to agency planners well in advance of the need for their services; requires active participation from adult services.

School-Based Transition Systems

Some districts have systems which support transition planning and characteristics of those systems are:

- IEP's during the elementary years emphasize a blending of functional skills, basic academics, independent living and vocational awareness. Secondary level IEP's build on that base plus on emphasizing vocational preparation, training and experience. All nine planning areas are included in IEP's. All goal's in the Idaho Transition Project contain future needs of students, anticipating needed services and post-secondary environments. They are reviewed on an as needed basis in the district, but at least once per year. Community agency involvement is predominant by the time the student exits school.

- The role of the Local Education Agency (LEA) includes administrators and other school personnel, private sector employers, parents, and adult service providers.

- An active, participatory "Transition Advisory Committee" with measurable goals and activities. The advisory committee is proactive and innovative in finding uses for existing facilities after program instruction hours as part of their duties and functions.

- Districts have developed Community Resource Inventories with regular updates. The district promotes parent/student education and involvement by assisting with individual self-advocacy training.

- There exists in the district strong interagency cooperation with employers who engage in public relations by working cooperatively to alert students/families of the availability of work options in their communities.

Guidelines in Establishing a School-Based Transition System

The districts have in place Local Education Agency (LEA) Procedures that assess the level of need for transition planning; identify personnel who will be responsible for transition planning; develop local procedures for transition planning; implement individual transition plans; and evaluate the effectiveness of their transition system.

Individual Transition Planning

The exemplary model has a transition team which includes parents, students, schools, and adult service agencies who provide direct input into the planning process. These districts take a "holistic" approach to transition planning that includes the nine planning areas outlined in the Transition Guide. They have involved agencies in the transition process which encourages active transition planning and facilitates transition into the community. Outcomes and follow-up are intact and there is a process for evaluating the effects of transition planning on a district level.

Based on the "ideal" profile, the districts that have been acknowledged as demonstrating exemplary practice in one or more of the component areas may well not include all districts in which current practices are notable. Several factors contribute to this. One consists of staff turnover, another is administrative prioritization and direction, another is available resources, etc. The practice may not be district wide but a particular program is exemplary within a school.

A number of districts are demonstrating exemplary practice in one or more of the component areas. The Idaho Department of Education, Special Education Section identified twenty school districts (see Table 1), which demonstrated exemplary practice as compiled from activities related to the Idaho Transition Project.

Table 1
School Districts Demonstrating Exemplary Practices

Meridian #2	Mountain Home #193
Marsh Valley #21	Bliss #234
Pocatello #25	Jerome #261
St. Maries #41	Coeur d'Alene #271
Idaho Falls #91	Post Falls #273
Bonneville #93	Moscow #281
Nampa #131	Madison #321
Caldwell #132	Minidoka #331
Middleton #134	Lewiston #340
Vallivue #139	Rockland #382

Generally, larger districts statewide have addressed the essential components that are necessary for providing transition services for youth. Different components of transition planning are at different levels of development as districts continue to promote systematic changes that will result in a continuous service delivery system as youth exit the secondary school setting and enter the adult community. Small and rural districts have committed their transition efforts to more specific and prioritized activities that would move them in the direction of developing a delivery system of transition services.

Administrative direction and support which involves staff training, parent inclusion, and individual transition planning that is coordinated with adult service agencies are on-going efforts of districts. These efforts result in positive outcomes for youth with disabilities, and expand their opportunity for full participation as responsible and contributing members of their communities.

The following three large districts were selected for detailed analysis because of their geographic location in the state, their demonstrated consistency in transition planning, and their ability to meet or go beyond what the State Department of Education's Transition Guide outlines:

Nampa School District #131

Dianne Kruse states that the Nampa School District is using a functional curriculum developed by the Weiser school system. During the primary school years (K-5) the emphasis is on career exploration and job attitudes. At this age, the transition process is not formalized; however, transition planning is provided as requested by the family. The formal transition process starts at the ninth grade. A joint agreement exists with Health and Welfare to assist individuals who have emotional/behavioral disorders.

- Materials developed include parent guides for students with learning disabilities and other educational "handicaps". The district created a manual on transition planning for professionals published in the summer of 1989.

- The Transition Advisory Committee is combined with the high school employment training program.

- There is a new career counselor position this year that works with the HERO program (home economics and related occupations) which includes students with learning disabilities.

- At the 7th and 8th grade level, the emphasis is on pre-vocational instruction where students do in-house jobs such as woodworking, jewelry making, furniture refinishing, and, in 1991, silkscreening on T-shirts.

- At the 9th grade level, mobile crews consisting of three students supervised by one adult work at different jobs every day, focusing on career awareness, personal hygiene, and social skills. Examples include gas station attendants, Denny's Restaurant (busing tables, dishwasher, host), grocery stores, veterinary clinics, roller rinks, etc.

- At the 10th grade level, students work in schools within the Nampa District. Students work independently as library aides, teacher assistants, custodian assistants, office aides, etc.

- At the 11th grade level, students learn 2-3 different jobs depending on how long it takes the student to learn each position.

- At the 12th grade level students are placed on individual job sites in the community. It is anticipated that the job will carry over after graduation. The goal is to find paid positions that transition with the student after graduation. If students are not ready to move into full-time employment, a teacher works with these individuals during the summer to make the transition into gainful employment.

Idaho Falls School District #91

This district indicates having a formal transition planning process beginning in the 10th grade. Vocational preparation for students with severe disabilities focuses on independent living and social skills.

- At the junior high school, the emphasis is on career exploration and the vocational program which addresses in-school jobs including horticulture, sewing, masonry, drywall, electrical, and plumbing.

- In 8th grade, teachers organize work crews based on a 1-5 ratio.

- At the 10th grade level a formal transition plan is developed.

- In 1991, approximately 50 students were placed in community-based jobs. There are two work experience programs; one which is a paid site using grounds keeper crews for the City of Idaho Falls. There is also a maintenance painting contract with the city and a contract to do records filing at a fire station. This district has over twenty job placements in a variety of district settings, but never in the students' home schools. These salaried sites are paid for with JTPA funds and examples include working in the cafeteria, teen parenting for students doing child care, office aids, library aids, janitorial assistants, food distributors, etc. Some students are placed in individual job sites in the community that offer both work experience and reimbursement in employment.

- District 91 has an interagency arrangement with the Developmental Workshop, Easter Seals, Vocational Rehabilitation, and Pentron Systems. A consortium called the GOALS program (Greater Opportunity for Adult Living Skills), is a cooperative venture with Idaho Falls, Bonneville, Ririe, and Firth, and also involves the Division of Vocational Rehabilitation, Health and Welfare, Social Security, C.A.R.T.(transportation provider), Job Service, and the Private Industry Council. This consortium provides intermediate intervention services and works with Eastern Idaho Technical College. All students may graduate at age 18 if they want to or may move to the "GOALS" program or be involved in a continuation program in the evening. There is interagency cooperation for students who are higher functioning through Eastern Idaho Technical College consisting of vocational programming in industrial mechanics (i.e. drafting and welding); in this setting the student would be able to transition from high school to college.

- There is a tech-prep program addressing work attitudes that is integrated with special education and special needs students. Some students in this district are maintained in remedial classes through adaptations where transition planning occurs. The CASAS system (Competencies of Adult Student Assessment System) offers resources designed for english and math. There is a large vocational assessment program with extensive interest and assessment batteries for students starting at the junior high level.

Lewiston Independent School District #340

This district provides follow-up assistance for "at risk" students three years after graduation. According to the special education director, transition procedures begin at the pre-school level. At 14 transition planning goes beyond the nine planning areas for some students.

- For 7th graders there is a community-based program for students with mild/moderate and severe disabilities. There is a two-year program in the high school which includes work experience programs as well as student placement in paid job sites. According to the special education director almost all students hold paid employment positions before graduation. The district has staff to do career planning and job selection.

- There is active involvement from the vocational rehabilitation counselor, who is available one day per week at the high school. There is a waiting list for services through Health and Welfare. The school holds a transition fair every two years where adult service providers are invited to share information about services and programs.

- Transition plans are integrated with IEP's. Transition guides have been developed based on category and grade level of students.

Methodology

Sample Selection

The Survey questionnaire was administered to 741 public educators. The population was broken down into 79 Special Education Directors, 26 Superintendents (where there was no Special Education Director), 226 secondary school Principals, and 410 secondary special education Teachers. These numbers reflect the cumulative total population for all secondary school districts throughout Idaho. The labels for each category were generated by the Idaho State Department of Education (SDE), School Finance Section. The first listing generated by the State Department of Education, Special Education Section was an older list that included incorrect addresses and Teachers not currently in the special education field. The second listing generated by the SDE, School Finance Section and updated in April 1991 was used as the legitimate universe. This listing is available to the general public at a nominal cost.

Nine non-high school districts serve elementary level students exclusively, so they were eliminated from the survey sample population. They include: Basin Elementary School District #72, Swan Valley Elementary School District #92, Scism Elementary School District #138, Prairie Elementary School District #191, Tammany Elementary School District #343, Pleasant Valley School District #364, Arbon Elementary School District #383, Avery School District #394, and Three Creek Elementary School District #416.

A subset of questions specifically dealing with administrative aspects of transition policies, planning, and administration were sent to Administrators. These questions (see Appendix II) were drawn directly from the 27 questions of the Teacher's instrument.

Question Construction and Source Instruments

Many of the questions for the Idaho Transition Survey instrument were gleaned and adapted from a variety of surveys conducted by Idaho Department of Education consultants and professionals in the field of special education. Additionally, Council researchers generated more than 70 questions during discussions on administering transition services, exemplary practices, classroom application, curriculum, and planning following a comprehensive review of the Idaho Transition Project's grant applications, grant report documents, and related materials listed in the bibliography.

Initially, importance was placed on the Idaho Transition Project training and affiliate site self-evaluation questionnaire listing timelines for a variety of activities which each site was to have completed during the course of the school year. There was concern that the survey instrument should directly reflect the goals and objectives outlined in the Idaho Transition Project annual grant report and continuation grant application updates modifying those goals and objectives.

Council researchers felt that a review of two reporting documents specifically dealing with the evaluation of the Idaho Transition Project was mandatory for developing a survey instrument which reflected the potential outcomes of transition practices currently in use throughout Idaho. The first was a *Needs Report of the Idaho Transition Project* prepared by Melinda Linsey, Ph.D., an independent consultant with Boise State University, which offered a summary of in-service evaluations reflecting the needs expressed by

participants of in-service training conducted by the Idaho Transition Project personnel. The second was an evaluation by Robert Donalson, Ph.D., an independent program consultant, reporting his findings in *Evaluation of the Idaho Individual Transition Project*, (1987). This document included two questionnaires. First, a "teacher form" and secondly a "facilitator form", each addressing specific information needed from the respondent's focus on participation in the project.

The *School to Community Transition, A Guide for Transition Planning* manual's Individual Transition Plan, Summary of Annual Transition Planning Areas (published by the Idaho Department of Education, Special Education Section, also known as "The Blue Book"), offered a model from which to address all nine transition areas.

A *Community Transition Team Model, Needs Assessment Instrument* (October, 1990) by Andrew S. Halpern, Lauren E. Lindstrom, and Michael R. Benz from the University of Oregon and Ray S. Rothstrom with the Oregon Department of Education, provided the most thorough example to emulate. This instrument addressed the full range of transition planning in an extremely appealing format. While the format was not incorporated into the Idaho Transition Survey, several questions were constructed from the language used in this instrument.

Developing the Survey Instruments

The survey instrument required five drafts, each of which went through some form of review or testing. There were two different instruments. First was the Idaho Transition Survey For Teachers questionnaire which had 27 questions arranged under four categories: School Administration, Classroom Administration, Curriculum, and Transition Practices.

The second instrument, titled Idaho Transition Survey, was a subset of 14 of the 27 questions specifically addressing the Administrator's perceptions of the transition process at their school in the case of Principals, or their school district in the case of Special Education Directors and Superintendents. The following is a brief statement about the development of each draft of the Teacher's survey instrument.

Draft 1: Following the development of questions by Council researchers and the gleaning of questions from other survey instruments, the first draft of the survey instrument included approximately 50 questions. Realizing the time constraints normally associated with self-administered mailed instruments, researchers met to delete and edit the questions.

Draft 2: The second draft contained 32 questions falling under four categories: School Administration, Classroom Administration, Curriculum, and Transition. Researchers met with a Consultant of the Idaho Department of Education, Special Education Section, for two hours to review the instrument and gain input from the State Department of Education. Following the dissection of each question for intent, rationale, and outcome the names of 8 secondary special education Teachers in the Boise/Meridian geographic area were identified for participation in a field review of the revised instrument.

Draft 3: Following the field review of Draft 2 by those 8 Teachers, the educators' comments were reviewed by Council researchers and modifications undertaken to allay concerns about specific questions or lack of information.

Draft 4: Council researchers drew a simple random sample from the first list of labels provided by the State Department of Education for a field test of the instrument. This list included names, home addresses, and school district numbers of 383 secondary special education Teachers. The names of 21 Teachers were drawn, or 5.5% of the population. The Draft 4 instrument was mailed and a follow-up reminder postcard was mailed three days later. Follow-up telephone calling was undertaken to ensure 100% of the questionnaires were returned.

Draft 5: Based upon the results of the Draft 4 instrument field test, Council researchers made slight wording and syntax modifications to two questions. The Draft 5 instrument was the final version. It was mailed to all Teachers. Fourteen questions were selected by Council researchers directly from this instrument as a subset instrument for Administrators' responses.

Instrument Distribution and Follow-up

Both instruments were bulk mailed to participants on April 16, 1991. A follow-up reminder postcard was mailed on April 24, 1991 to all participants. These two contacts resulted in 37% of all participants returning their questionnaires by May 2, 1991. Specifically, 35.3% (135, n=383) of Teachers, 38.5% (87) of Principals, and 55.2% (58) of Special Education Directors/Superintendents responded.

Non-communication with the State Department of Education, Special Education Section required Council researchers to go directly to the School Finance Section to secure a second set of labels. It became evident immediately that the labels from the School Finance Section did not coincide with the version that had been supplied by the Special Education Section. The updated list had 410 secondary special education Teachers, or a difference of 27 Teachers compared to the Special Education Section version listing of 383 educators. More importantly, the School Finance Section labels included names and addresses of several educators that were not included on the first labels, and several educators on the first set of labels were dropped from the second group of labels.

A second survey instrument was distributed to each individual who had not returned their completed questionnaire as of May 1, 1991.

On May 6-7, 19 telephone calls were made to Special Education Directors of school districts where significant numbers of Teachers had not returned their questionnaires. The Special Education Director or the Superintendent (where there was no director) was asked to convey a gentle reminder to specifically named educators to fill out their questionnaires and return them immediately. In each case the request was met with a very positive response, and in most cases, with a sense of personal initiative on the part of the Administrator.

On May 13-17, 25 follow-up telephone calls were made to the remaining Special Education Directors/Superintendents who had not returned their transition questionnaire. Again, names of Teachers who had not returned their questionnaire were given to the Director/Superintendents with a request to remind the educators to send in their completed questionnaires.

Of the 741 questionnaires mailed out, 522 valid instruments were returned. This amounts to 70.5% completed questionnaires returned. Specifically, 60.2% (247, n=410) of Teachers, 75.2% (170) of Principals, and 100% (105) of Special Education Directors/Superintendents responded. Several questionnaires were returned without identifying labels and several other questionnaires were returned without being filled out. These have not been included in the return totals.

Respecting Confidentiality

Because the Council researchers used a double-labeling method, or tagging of questionnaires with labels, a greater degree of attention was required to ensure the confidentiality of respondents. However, there are some obvious limitations with the researchers' ability to control the anonymity of respondents. For instance, in a school district where there is a single Special Education Director, a single Principal and a single Teacher, the notion of confidentiality is easily compromised.

An integral element of the survey data analysis was testing for communication between educators and Administrators (see rationale). Where only one individual exists in each case, the communication dysfunction is obviously between those three individuals. Since each district is afforded an analysis specifically detailing this relationship, the Teacher's responses and each Administrator's responses are obvious.

Handling Survey Data

FoxBase Plus Database Management System (Fox Software version 2.10, a D-Base III equivalent), was used as the originator in the data entry function of compiling the data for computer files. Subset files of each district were developed with the SORT function in order to allow for fast processing by the statistical processing program ABSURV+ (AndersonBell version 1.04). A simple random sample was used in lieu of utilizing a double entry "verify errors mode" which is not available on FoxBase Plus.

Survey Instrument Rationale

School Administration

The first section of the instrument deals exclusively with school administration issues. Since Council researchers were able to identify and test four subgroups (Directors, Superintendents, Principals, and Teachers) within the universe, researchers could identify some communication and management dysfunction between the subgroups.

Question 1 Some school districts are assumed to have informal procedures for transitioning students to adult life. The emphasis by the Special Education Section of the Idaho Department of Education has been to formalize the process. A written document assumes a degree of formalization in the process.

Question 2 There are several transition manuals in circulation throughout the state. The Special Education Section of the Idaho Department of Education has developed a revised (May, 1989) manual titled, *Transition! School to Community, A Guide To Transition Planning* which is a guide for transition planning. Funds for the document were supplied through the U.S. Department of Education, Office of Special Education and Rehabilitative Services, grant number G008400623. Question 2 should determine if the school district utilizes material available in the field of transition.

Question 3 While the school district may have a formal written transition planning process and the availability of a transition manual, administration may not provide Teachers with information on planning for student transition from school to adult life.

Question 4 This question inquires as to the duration and formality of collaboration between special education programs and educators and the regular academic programs. This question is an attempt to expose the level of administrative segregation of special education programs.

Question 5 The assumption here is that a significant percentage of Special Education students are tracked or guided through the vocational options in their education careers. Again, this question attempts to expose the formality of collaboration between different segments of the school district's programs and the administrative encouragement of the process.

Question 6 In order for students graduating from high school to have a smooth transition from school to work, adult community agency personnel need to participate in the transition planning process for students. This question addresses the formality of interaction with adult service agencies. If there is a process for collaboration strategies, it suggests the existence of a formalized process.

Question 7 This question is a little more broad based in its approach. The question searches for informal as well as formal interagency agreements/arrangements between the school district and local community service agencies. The second part of the question is more succinct. If interagency agreements exist, are they written or informal, and specifically with which community service agencies do these agreements/arrangements exist.

<u>Classroom Administration</u>

The second section of the survey was intended exclusively for Teachers. Researchers wanted to get a sense of each Teacher's role in the transition process. How are Teachers interacting with students, parents and agency personnel, what is the focus of their efforts, and how many people are involved.

Question 8 This question was placed in the survey instrument at the request of the State Department of Education, Special Education Section. They believed that responses by individual educators might be biased by the category of student they instruct. The extended resource room, resource room and self-contained classroom are the most frequent models in the special education program. However, Council researchers pointed out that there are other models, like the consulting model. Additionally, Dr. Bryce Fifield of the Idaho UAP found several respondents in the "Follow-Along Studies" noting models other than the three classroom models. Hence the question includes an "other" option.

Question 9a Knowing the grade level of students allows researchers the ability to measure if responses from Teachers are distributed equally among age groups and levels of secondary education, i.e. sixth through twelfth grades.

Question 9b By establishing the number of students on a Teacher's current class rolls, the research team believed data could be extrapolated from Questions #10, #12, #13, and #15 which would identify specific percentages of students. (**Notation:** *The number 9 was inadvertently duplicated on the survey instrument, hence 9a and 9b.*)

Question 10 Council researchers were extremely interested in data which clarifies the age at which transition planning for students begins. Table 4 data in the Idaho Department of Education, Special Education Section's annual report to the legislature, entitled *Handicapped Children and Youth Exiting the Educational System During the School Year* only indicates the number of transitional plans that were written for students who exited the system. Response to this question will indicate how many students in various age groups have transitional plans, and potentially where the planning process may start for that school district or educator.(**Notation:** *The data generated from this question was eliminated from the findings due to inappropriate responses from respondents.*)

Question 11 This question examines whether transition plans for students are being generated separately from a student's Individual Education Programs. Ideally, transitions plans and IEPs should not be separated from one another.

Question 12 Council researchers wanted indisputable evidence of whether parents were participating in student transition plans and IEP decision making processes, or if they were simply signing off on the signature line. By inquiring whether parents have made suggestions about possible goals for the nine areas of transition planning, researchers could determine the true level of involvement by the parents.

Question 13 This multi-dimensional question ties back to Question #9b and further indicates whether the transition planning process for the student has taken into account all facets of transitional planning. By indicating numbers rather than percentages, researchers could easily extrapolate a percentage of student transitional plans which have the different life areas addressed. Additionally, by using Question #8, information on the different categories of students and the focus of their plans could be exposed.

Question 14 Researchers are extremely sensitive to the question of student participation in the decision-making processes about their life. Specifically, has anyone ever asked the student what he or she wants to do in life, what his or her dreams, goals, and ambitions are? This question addresses the supposition that direct involvement suggests they have been asked about their future.

Question 15 By identifying which community agency personnel "usually" participate in transition planning processes for students, researchers could cross tabulate the responses with data on informal or formal agreements/arrangements with the community service agency (see Question #7), and be able to determine if school to adult life transition planning is actually occurring.

Question 16 This is an indication of the frustration an Administrator or educator may feel about the process at their school district. Insufficient resources and insufficient time are assumed to be the greatest barriers. Council researchers noted that there is an enormous amount of research currently in circulation that details the barriers to implementation of transition planning. In some respects this question is obligatory and is included to confirm other studies.

Curriculum

This section of the survey instrument addressed transition curriculum concerns in the classroom. Researchers wanted to know if Teachers had course work and materials that enabled them to help students with any type of disability transition from the school environment to community employment and daily living opportunities.

Question 17 Objective #17, outlined in the Council's *Two-Year Transitional State Plan for 1989-1991*, addresses questions of pre-vocational and vocational instruction. This question establishes the presence of vocational programs which prepare special education students for jobs in the community, hence transition to work. The second part of the question establishes the onset of the instruction by age group.

Question 18 The question is intended to illicit from the respondent the type and area of community-based instruction that is occurring in the special education program of that school district. It is also an indication of potential interagency agreements/arrangements with community service agencies.

Question 19 Addressing the question of "maintenance-generalization", the question simply inquires about the presence of instructional procedures for students transitioning to adult life work experiences.

Question 20 Each category of disability requires a specialized approach to the student's educational program. This question about the availability of secondary curriculum for providing instruction to students with various of kinds of disabilities examines the diverse presence of a curriculum available to the educator.

Transition

This final section addresses the actual function of transitioning students to community life environments. Information distribution, work credit opportunities, specialist available to students, and follow-up activities are the focus of this section.

Question 21 While this question appears to be redundant in relationship to Questions #3, #6, #7, and #17, it narrows the inquiry to students currently leaving school.

Question 22 The concept of working toward an end goal in the transition planning process is the basis of this question. A cross reference/check with Question #11 on the inclusion of transition goals incorporated into the student's IEP. Specifically, are transitional goals dovetailed with the Individual Education Program of the student.

Question 23 There is concern that students participating in special education programs of some school districts may be receiving diplomas or certificates that are less than the legal requirements of state law. If school districts are dispensing certificates to special education students that are not available to every student this question will expose the activity.

Question 24 Work experience programs usually have a special education teacher or aide who works on job placement. While the student is still in school these are volunteer positions. However, as students get older and reach graduation, the jobs are for wages. This question addresses the existence of the program. Does it exist in the school? Does it exist in the community?

Question 25 To determine if a work experience program is rooted or deeply seeded in the special education program and transition planning process, this question inquires as to the formalization of job descriptions. Additionally, the Community Work Coordinator position was part of the transition process extended to school districts through (grant) the Idaho Transition Project. This question may verify the long-term capability of the grant's goals and objectives.

Question 26 This question is intended to provide an indication of which school districts engage in follow-up activities/services for special education students who have transitioned from school to work. The second part of the question notes the age group at which all ties to the educational system are severed.

Statewide Transition Survey Findings

Directors, Superintendents, Principals & Teachers

During the development of the survey methodology Council researchers determined that the final authority for the level of participation in transition planning processes by each school district would either be the Special Education Director or the Superintendent where a Special Education Director's position did not exist. The Idaho Transition Survey garnered responses from every school district throughout Idaho that had a secondary education program (n=105). This included participation of 79 Special Education Directors and 26 Superintendents.

These individuals represent the most accurate reflection of the state of transition services available at their respective school districts. Throughout this section the reader will note the constant reference to the comparative differences between the responses of the two types of administrators.

Council researchers hypothesized that "school districts with a Special Education Director are more inclined to implement key elements of a paradigmatic transition planning process than school districts where Superintendents oversee special education administration." Researchers reasoned that Superintendents have a greater diversity of administrative responsibility than Special Education Directors, and therefore would be less inclined to focus on the transition planning needs of students in special education.

While the researcher's hypothesis was somewhat confirmed by the findings, the data conclusively demonstrates that the size of student enrollment is a critical variable in determining whether a school district hires a Special Education Director. Stated succinctly, the smaller the student enrollment, the less likely a school district would be to hire a Special Education Director.

In addition to the Administrators, 170 Principals (n=226) and 247 Teachers (n=410) participated in the survey. Their responses are used to give a clear understanding of the inner-workings and communication dynamics between those administering transition programs and those who are directly responsible for implementing programmatic activities at the level of the student.

Principals were asked to respond to the identical survey instrument submitted to Administrators. However, Teachers received an expanded questionnaire which included all of the Administrator's questions plus an additional 13 questions specifically targeting instructor's classroom operations, curriculum and transition practices. This overlapping of survey instruments afforded researchers an interactive perception of the organizational communication dynamics being enlisted at each school district.

Understanding This Report's Tables

Researchers created Table 2 to give the reader a clear understanding of how to read and interpret the data in the cross tabulation tables used throughout this document. Listed below are terms and their definitions which are used in each table.

Horizontal Variable — The categories (value labels) for this variable run left to right across the top row of the table (X axis).

Vertical Variable — The categories (value labels) for this variable run top to bottom down the far left-hand column of the table (Y axis).

Value Labels — These are name labels for the different answers (values) that are found in the data. For example Question 9a has the following "Type of Classroom" value labels: Regular, Extended Resource, Resource, Self-Contained, Other.

n= — For our purposes, n equals the total number of survey responses available for that question. Put another way, n equals all the respondents who should have answered the question, even though some people did not answer the question and their response is missing.

Rows — Rows are always read left to right. Therefore the row percentage contained in each cell is a reflection of each cell's proportion or percentage of the total responses for that row.

Columns — Columns are always read top to bottom. Therefore the column percentage contained in each cell is a reflection of each cell's percentage as the numeric value relates to n.

Cell — A cell in the table is a single box of information.

Table 2
Key to Understanding Tables
n=Total Responses, including missing responses

Horizontal Variable (X axis) → Vertical Variable (Y axis) ↓	X Value Label #1 n=Column Total Possible	X Value Label #2 n=Column Total Possible	Totals n=Total Possible Responses
Y Value Label #1 Row % → Column % ↓	# of Responses Row % → % of Column n ↓	# of Responses Row % → % of Column n ↓	Total # of Row Responses Total Row % Column % of Total n
Y Value Label #2 Row % → Column % ↓	# of Responses Row % → % of Column n ↓	# of Responses Row % → % of Column n ↓	Total # of Row Responses Total Row % Column % of Total n
Totals Row % → Column % ↓	Total # of Responses Row % → Total % of Column n	Total # of Responses Row % → Total % of Column n	Total # of Responses Total Row % Column % of Total n

School Administration

The survey's first seven questions asked respondents whether their school district participates in each of seven components: formal planning, use of a manual, providing teacher training, maintaining relationships between academic and vocational programs, developing strategies with adult service agencies, and using interagency agreements. The findings showed significant differences between administrative subgroup responses during the analysis of the data. This section of findings analyzes the data by use of frequencies and cross tabulation tables according to respondent participation in seven major components of the transition planning process.

Question 1. Does your school district use a formal/written transition planning process?

- Formalizing the transition planning process offers a foundation for implementation of the process. The Idaho Transition Survey found only 53% (56) of Idaho school districts currently use a formal transition planning process. A formal process was more likely in school districts which have a Special Education Director 62% (49) compared to Superintendents 27% (7).

- These findings are similar to the responses of Teachers (49%, n=247) and principals (51%, n=170) who reported that their school district engages in a formal transition planning process.

- When controlling for the size of student enrollment the disparity between the percentage of Directors and Superintendents participating in formalized transition planning processes becomes clear. Of those schools with enrollment below 800 students only 27% (n=49) use a formalized planning process. More importantly, only 22% (n=23) of the small district Superintendent administered programs uses a formalized process. This compares directly to 77% (n=56) of districts with enrollments larger than 800 students use a formalized process and 77% (n=53) of larger districts with Special Education Directors engaging in formal transition planning processes. Below is a cross-tabulation table illustrating Administrator, Principal and Teacher responses to the question: Does your school district use a formal/written transition planning process?

Table 3
Use of Formal/Written Transition Planning By Idaho School Districts
Administrator, Principal and Teacher Responses
n=Total Responses, including missing responses

Response / Position	Directors n=79	Superintendents n=26	Principals n=170	Teachers n=247	TOTALS n=522
Yes	49	7	87	122	265
Row %	18%	3%	33%	46%	100%
Column %	62%	27%	51%	49%	51%
No	27	16	48	56	147
Row %	18%	11%	33%	38%	100%
Column %	35%	62%	28%	23%	28%
Unsure	3	3	33	66	105
Row %	3%	3%	31%	63%	100%
Column %	4%	12%	19%	27%	20%
TOTALS	79	26	168	244	517
Row %	15%	5%	32%	52%	100%
Column %	100%	100%	99%	99%	99%

Question 2. Does your school district have a transition manual for use in the transition process?

- School district Administrator responses to using transition manuals in their transition process showed considerable margin between them, with 60% of Directors in contrast to 31% of Superintendents. Overall, 57 districts (53%) used a transition manual, while 72% of these districts also indicated use of a formal transition planning process.

- The percentage of Principals (46%) and Teachers (44%) using transition manuals is lower than the percent of administrators indicating that their school district uses transition manuals.

- When Administrator's responses are controlled for size of student enrollment a trend of incremental increase is established in percentage of usage. This is reflected in the cross tabulation table below which illustrates administrator responses by size of enrollment as the horizontal variable and use of a transition manual as the vertical variable.

Table 4
Idaho School District's Use of Transition Manuals By Size of Enrollment
Administrator Responses

n=Total Responses, including missing responses

Enrollment / Response	1 to 349 Students n=28	350 to 799 Students n=21	800 to 1,499 Students n=16	1,500 to 4,999 Students N=32	5,000 Plus Students n=8	TOTALS n=105
Yes	12	7	9	22	6	56
Row %	21%	13%	16%	39%	11%	100%
Column %	43%	33%	56%	69%	75%	53%
No	15	13	6	9	2	45
Row %	33%	29%	13%	20%	4%	100%
Column %	54%	62%	38%	28%	25%	43%
Unsure	1	1	1	0	0	3
Row %	33%	33%	33%	0%	0%	100%
Column %	4%	5%	6%	0%	0%	3%
TOTALS	28	21	16	31	8	104
Row %	27%	20%	15%	30%	8%	100%
Column %	100%	100%	100%	97%	100%	97%

Question 3. Have you been provided with information on planning for student transition from school to adult life?

- According to results, 81% of Special Education Directors and 50% of Superintendents reveal that Teachers are provided with training on planning for transition. The entire sample indicated that 74% of districts provided training on school to adult life transition planning, and of these districts 66% (n=79) indicated use of a formal transition planning process.

- The survey showed only 53% of Principals and 66% of Teachers said they had been provided with information on student transition planning. The margin of 21% between Administrators and Principals indicates that there are divergent views as to whether school districts provide information.

- When controlling for size of student enrollment a clear upward trend is established in reference to providing information. This is reflected in the single value cross tabulation table below which shows administrator responses by size of enrollment as the horizontal variable and a "Yes" response to providing transition planning information as the single value response for the vertical variable.

Table 5
School Districts Providing Information on Transition Planning By Size of Enrollment
Administrator Responses

n=Total Responses, including missing responses

Enrollment / Response	1 to 349 Students n=28	350 to 799 Students n=21	800 to 1,499 Students n=16	1,500 to 4,999 Students N=32	5,000 Plus Students n=8	TOTALS n=105
Yes	16	14	12	28	8	78
Row %	21%	18%	15%	36%	10%	100%
Column %	57%	67%	75%	88%	100%	74%

Question 4. Does your school district have an ongoing relationship to develop strategies between special education and regular academic programs?

- The survey identified those districts with ongoing working relationships to develop strategies between special education and regular academic programs, with 93% of Directors and 77% of Superintendents affirming the existence of the relationship. Overall, 89% of districts have working relationships between special education and academic programs, with only 55% (n=95) using a formal transition planning process.

- Results show 87% of Principals and 72% of Teachers reported a working relationship between special education and academic programs. The 17% spread between Administrator and Teacher responses is of concern, since Special Education Teachers work directly with their peers who teach regular education.

- In this instance the size of enrollment, in all but the smallest districts (1 to 349 students), does not appear to have a bearing on the relationship between special education and academic programs. This is reflected in the single value cross tabulation table below which illustrates Administrator responses by size of enrollment as the horizontal variable and maintaining an ongoing relationship with academic programs as the single value response for the vertical variable.

Table 6
School Districts With Ongoing Relationships Between
Special Education and Regular Academic Programs By Enrollment
Administrator Responses

n=Total Responses, including missing responses

Enrollment / Response	1 to 349 Students n=28	350 to 799 Students n=21	800 to 1,499 Students n=16	1,500 to 4,999 Students N=32	5,000 Plus Students n=8	TOTALS n=105
Yes	21	21	14	29	8	93
Row %	23%	23%	15%	31%	9%	100%
Column %	75%	100%	88%	91%	100%	89%

Question 5. Does your school district have an ongoing working relationship to develop strategies between special education and the regular vocational education program?

- The data for respondents who indicated a continuing working relationship between special education and vocational education is similar in that 83% of Directors and 77% of Superintendents noted the existence of this relationship. The entire sample indicated that 81% of the participants maintained a relationship between special education and vocational education, while 59% (n=87) of those districts affirming the working relationship had a formal transition planning process.

- Survey results show 74% of Principals and 62% of Teachers said a working relationship between special education and vocational education programs exists. The 19% margin between Administrator and Teacher responses is of concern, since Special Education Teachers work directly with their vocational education peers.

- Size of enrollment in the smallest districts (1 to 349 students), does have a downward bearing on the relationship between special education and vocational education programs. This is reflected in the single value response cross tabulation table below which illustrates Administrator responses by size of enrollment as the horizontal variable and maintaining an ongoing relationship with vocational programs as the single response for the vertical variable.

Table 7
School Districts With Ongoing Relationships Between
Special Education and Vocational Education Programs By Enrollment
Administrator Responses

n=Total Responses, including missing responses

Enrollment / Response	1 to 349 Students n=28	350 to 799 Students n=21	800 to 1,499 Students n=16	1,500 to 4,999 Students N=32	5,000 Plus Students n=8	TOTALS n=105
Yes	19	18	14	28	7	86
Row %	22%	21%	16%	33%	8%	100%
Column %	68%	86%	88%	88%	88%	82%

Question 6. Is there a system for developing strategies between special education and adult community agencies, in order to facilitate successful transition of students?

- The findings revealed that 65% of Directors compared to 46% of Superintendents noted the existence of a system for developing strategies between special education and adult community agencies to facilitate transition of students. Overall, 60% of the districts said the aforementioned system for developing strategies existed, with 67% (n=63) having a formal transition planning process.

- Responses show 58% of Principals and 61% of Teachers said a system to develop transition strategies exists between their school districts and adult community service agencies. The minimal margins between each subgroup demonstrates parity in response to the question.

- Those districts with enrollment below 800 students drop off considerably in comparison to the large schools sampled. Of special note is that less than half of all school districts with enrollment below 800 students have a system of dialogue in place with local service agencies. This finding may have more to do with geographic proximity to agency facilities. The data is represented in a single value cross tabulation table below which illustrates Administrator responses by size of enrollment as the horizontal variable and the existence of a system for interaction with adult service agencies as the single value response for the vertical variable.

Table 8
School District Interaction With Adult Service Agencies By Size of Enrollment
Administrator Responses
n=Total Responses, including missing responses

Enrollment / Response	1 to 349 Students n=28	350 to 799 Students n=21	800 to 1,499 Students n=16	1,500 to 4,999 Students N=32	5,000 Plus Students n=8	TOTALS n=105
Yes	13	8	10	24	8	63
Row %	21%	13%	16%	38%	13%	100%
Column %	46%	38%	63%	75%	100%	60%

Question 7. Does your school district have any form of interagency arrangement with local adult service agencies?

- School districts were asked to indicate if they have any form of interagency arrangement with local adult service agencies. The data showed that 71% of Directors and 54% of Superintendents responded affirmatively. Overall, 67% of the districts maintained some form of agreement, while 60% (n=70) of these respondents said they use a formal transition planning process.

- Results show 61% of Principals and 62% of Teachers said their school district maintains some form of interagency arrangement with local adult service agencies, which reflects parity with Administrator's responses on this question.

- The size of enrollment in the smaller districts (1 to 799 students) has a direct bearing on the existence of interagency arrangements. The single value cross tabulation table below which gives Administrator responses by size of enrollment as the horizontal variable and engaging in interagency arrangements with local adult service agencies as the single value response for the vertical variable.

Table 9
School Districts Having Interagency Arrangements With Local Adult Service Agencies
Administrator Responses
n=Total Responses, including missing responses

Enrollment / Response	1 to 349 Students n=28	350 to 799 Students n=21	800 to 1,499 Students n=16	1,500 to 4,999 Students N=32	5,000 Plus Students n=8	TOTALS n=105
Yes	15	10	11	26	8	70
Row %	21%	14%	16%	37%	11%	100%
Column %	54%	48%	69%	81%	100%	67%

The following cross tabulation table represents Director (Dir) and Superintendent (Supt) responses to questions 2 through 7 of the survey instrument. This table is intended to help the reader make a visual comparison between the two administrative subgroups. Questions are listed in an abbreviated fashion. Please refer to previous narrative for each question to garner the Council researchers' interpretive analysis.

Table 10
Reference Comparisons For Director Versus Superintendent Responses on Question #2 Through Question #7
(only column cumulative totals are given)
n=Total Responses, including missing responses

Question / Responses	Question #2 Uses Transition Manual		Question #3 Provides Transition Information		Question #4 Relationship With Academic Programs		Question #5 Relationship With Vocational Programs		Question #6 System For Interagency Transition Strategies		Question #7 Interagency Agreements With Service Agencies	
Position	Dir n=79	Supt n=26	Dir n=79	Supt n=26	Dir n=79	Supt n=26	Dir n=79	Supt n=26	Dir n=79	Supt n=26	Dir n=79	Supt n=26
Yes	48	8	65	13	73	20	66	20	51	12	56	14
Column %	61%	31%	82%	50%	92%	77%	84%	77%	65%	46%	71%	54%
No	27	18	9	12	5	5	11	4	26	12	21	11
Column %	34%	69%	11%	46%	6%	19%	14%	15%	33%	46%	27%	42%
Unsure	3	0	5	1	1	1	2	2	1	2	1	1
Column %	4%	0%	6%	4%	1%	4%	3%	8%	1%	8%	1%	4%
TOTALS	78	26	79	26	79	26	79	26	78	26	78	26
Column %	99%	100%	100%	100%	100%	100%	100%	100%	99%	100%	99%	100%

The next cross tabulation table represents Principal (Prin) and Teacher (Teach) responses to questions 2 through 7 of the survey instrument. This table is displayed for easy reference so that readers can make frequency and percentage comparisons between subgroup responses for each question. Questions are listed in an abbreviated fashion. Please refer to each question's previous narrative for researchers' interpretive analysis.

Table 11
Reference Comparisons For Principal and Teacher Responses on Question #2 Through Question #7
(only column cumulative totals are given)
n=Total Responses, including missing responses

Question / Response	Question #2 Uses Transition Manual		Question #3 Provides Transition Information		Question #4 Relationship With Academic Programs		Question #5 Relationship With Vocational Programs		Question #6 System For Interagency Transition Strategies		Question #7 Interagency Arrangements With Service Agencies	
Position	Prin n=170	Teach n=247	Prin n=170	Teach n=247	Prin n=170	Teach n=247	Prin n=170	Teach n=247	Prin n=170	Teach n=247	Prin n=170	Teach n=247
Yes	78	108	90	164	148	179	126	154	99	151	104	152
Column %	46%	45%	53%	66%	87%	72%	74%	62%	58%	61%	61%	62%
No	47	60	57	66	17	35	25	40	39	39	27	20
Column %	28%	24%	34%	27%	10%	14%	15%	16%	23%	16%	16%	8%
Unsure	44	74	21	10	4	31	19	48	32	55	37	69
Column %	26%	61%	12%	4%	2%	13%	11%	19%	19%	22%	22%	28%
TOTALS	169	242	168	244	169	245	170	242	170	245	168	241
Column %	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

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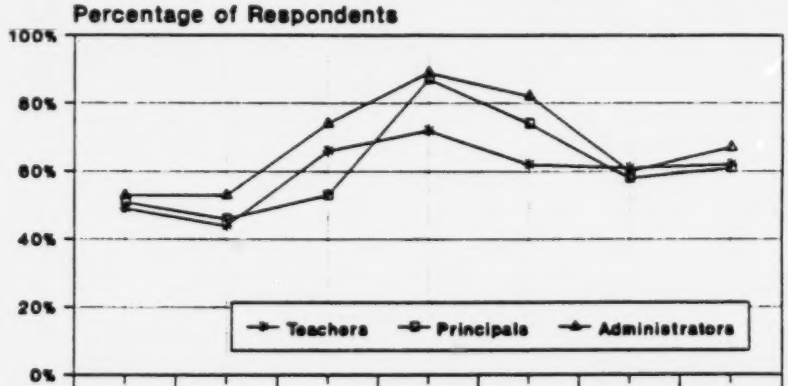
Another perspective on the use of the seven key ingredients to transition planning by school districts is represented in the line chart below (Chart A), which illustrates the responses of Administrators, Principals and Teachers to the first seven questions of the survey. The greatest difference between respondent groups were in response to the following three questions:

- ✓ Have you been provided with information on planning for student transition from school to adult life? Only 53% of principals believe information is provided, while 74% of administrators believe information is distributed.

- ✓ Does your school district have an ongoing working relationship to develop strategies between special education and regular academic programs? Administrators (89%) overwhelming believe relationships between programs are ongoing, while less than three-quarters of the Teachers (72%) believe the relationship is continual.

- ✓ Does your school district have an ongoing working relationship to develop strategies between special education and the regular vocational programs. Teachers (62%) once again felt less certain that the relationship was ongoing, when measure against Administrator's (82%) perceptions.

Components of Transition Planning
Seven Key Ingredients



	Planning	Manual	Info	Academic	Voc Ed	System	Agreement
Teachers	49%	44%	66%	72%	62%	61%	62%
Principals	51%	46%	53%	87%	74%	58%	61%
Administrators	53%	53%	74%	89%	82%	60%	67%

Transition Planning Component

1991 Idaho Transition Survey
Council on Developmental Disabilities

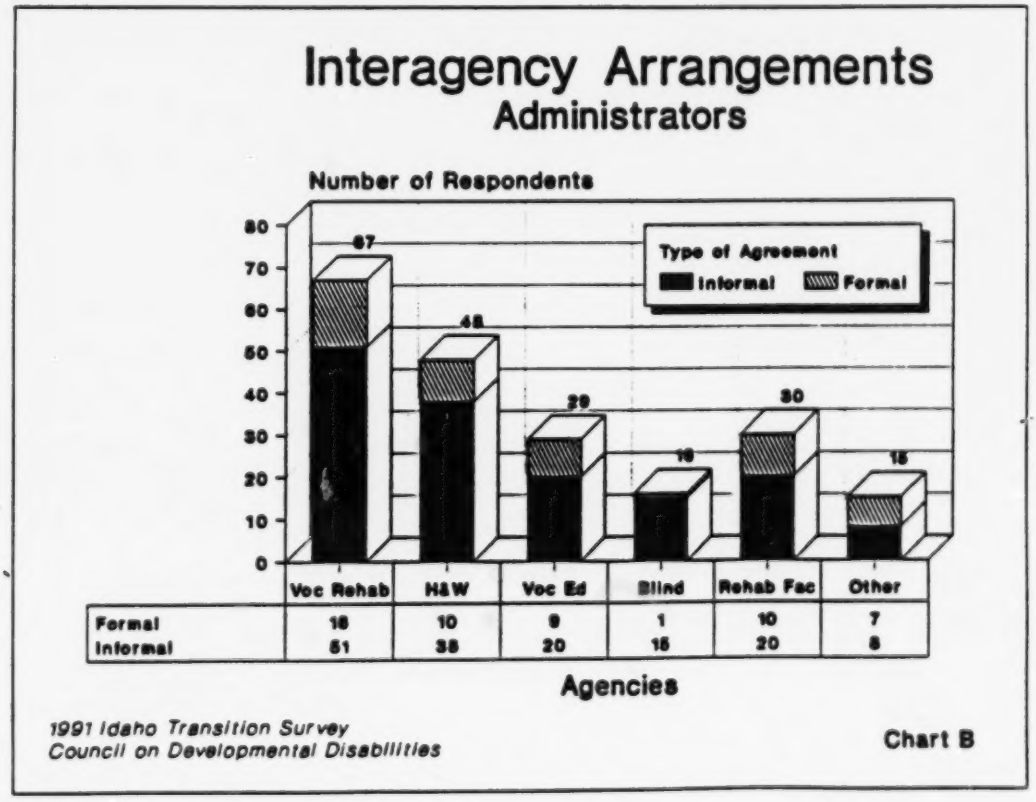
Chart A

Researchers analyzed selected data according to whether a respondent indicated their district responded "Yes" to each of the first seven questions of the survey. Each question's subject is considered a key component of an "ideal transition planning model". Findings produced 23 Directors and 1 Superintendent (District #292) who responded "Yes" to each question. The following table lists the districts:

Table 12
Idaho School Districts Having All Seven Transition Planning Components

#1 Independent District of Boise City	#274 Kootenai District
#25 Pocatello District	#281 Moscow District
#41 St. Maries Joint District	#292 South Lemhi District
#44 Plummer/Worley Joint District	#331 Minidoka County Joint District
#55 Blackfoot District	#340 Lewiston Independent District
#60 Shelly Joint District	#371 Payette Joint District
#82 Bonner County District	#381 American Falls Joint District
#93 Bonneville Joint District	#382 Rockland School District
#131 Nampa District	#392 Mullan District
#132 Caldwell District	#393 Wallace District
#241 Grangeville District	#411 Twin Falls School District
#261 Jerome Joint District	#413 Filer District

A follow up to Question #7 on interagency arrangements/agreements queried districts about whether the nature of their arrangements with adult service agencies, were on an informal basis or formal basis. The following three-dimensional bar chart (Chart B), sorted according to frequency, demonstrates the differences between the formal and informal levels of involvement by each agency.

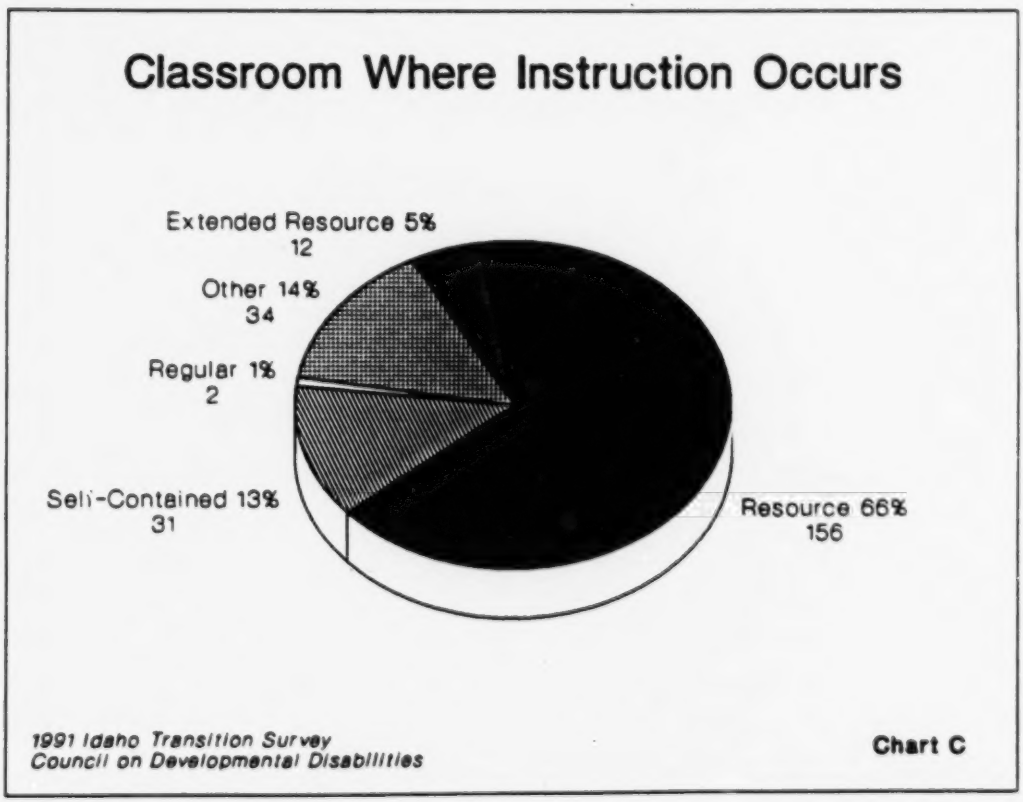


Classroom Administration

This section of the survey seeks insight into each Teacher's perspective and the status of transition planning in their classrooms. Teachers were asked to identify the type of classroom they taught in, the grade level and number of students on their class rolls, whether their students transition plans were integrated with Individual Education Programs (IEPs), and whether students, parents and agency personnel participate in setting student goals. Only Question #16 on "Barriers to Implementation" is cross referenced with the Administrator's and Principal's survey instruments.

Question 8. In what type of classroom does your instruction take place?

- Teacher's responses show that more than three-quarters of Idaho's students with disabilities are being taught in segregated classrooms. Only 1% (2) of the instructors said they taught in a regular classroom setting, 5% (12) taught in an extended resource room setting, 63% (156) taught in a segregated resource room, 13% taught in a segregated self-contained room, and 14% (34) of the teachers used some other type of classroom setting for their instruction. The three dimensional pie chart below (Chart C), illustrates this data visually.



- When school enrollment size is taken into account as a variable, the distribution in each category of classroom remains essentially equal throughout the five levels of student enrollment. (see Table 13)

Table 13
Type of Classroom Where Instruction Takes Place By Size of Enrollment
Teacher Responses Only
n=Total Responses, including missing responses

Classroom / Enrollment	Regular n=2	Extended Resource n=12	Resource n=156	Self-Contained n=31	Other n=34	TOTALS n=247
1 to 249 Students	1	0	12	0	1	14
Row %	7%	0%	86%	0%	7%	100%
Column %	50%	0%	8%	0%	3%	6%
350 to 799 Students	0	0	15	2	2	19
Row %	0%	0%	79%	11%	11%	100%
Column %	0%	0%	10%	6%	6%	7%
800 to 1,499 Students	0	1	18	0	2	21
Row %	0%	5%	86%	0%	10%	100%
Column %	0%	7%	12%	0%	6%	9%
1,500 to 4,999 Students	1	7	62	14	17	101
Row %	1%	7%	61%	14%	17%	100%
Column %	50%	58%	40%	45%	50%	41%
5,000 Plus Students	0	4	49	15	12	80
Row %	0%	4%	53%	16%	13%	100%
Column %	0%	33%	31%	48%	35%	32%
TOTALS	2	12	156	31	34	235
Row %	1%	5%	63%	13%	14%	100%
Column %	100%	100%	100%	100%	100%	95%

Question 9a. What grade level are your students?

- Teachers were asked the grade level of their students to determine how representative the sample was by grade. The data shows an even distribution among grade level categories. (see Table 14)

Table 14
Grade Level of Students
n=Total Responses, including missing responses

Grade Level	Frequency n=247	Percentage
Grades 6-7-8	28	11%
Grades 7-8-9	37	15%
Grades 9-10-11-12	41	17%
Grades 10-11-12	39	16%
Grades 6 through 12	9	4%
Grades 7 through 12	20	8%
Ungraded	29	12%
Other	30	12%
TOTALS	233	95%

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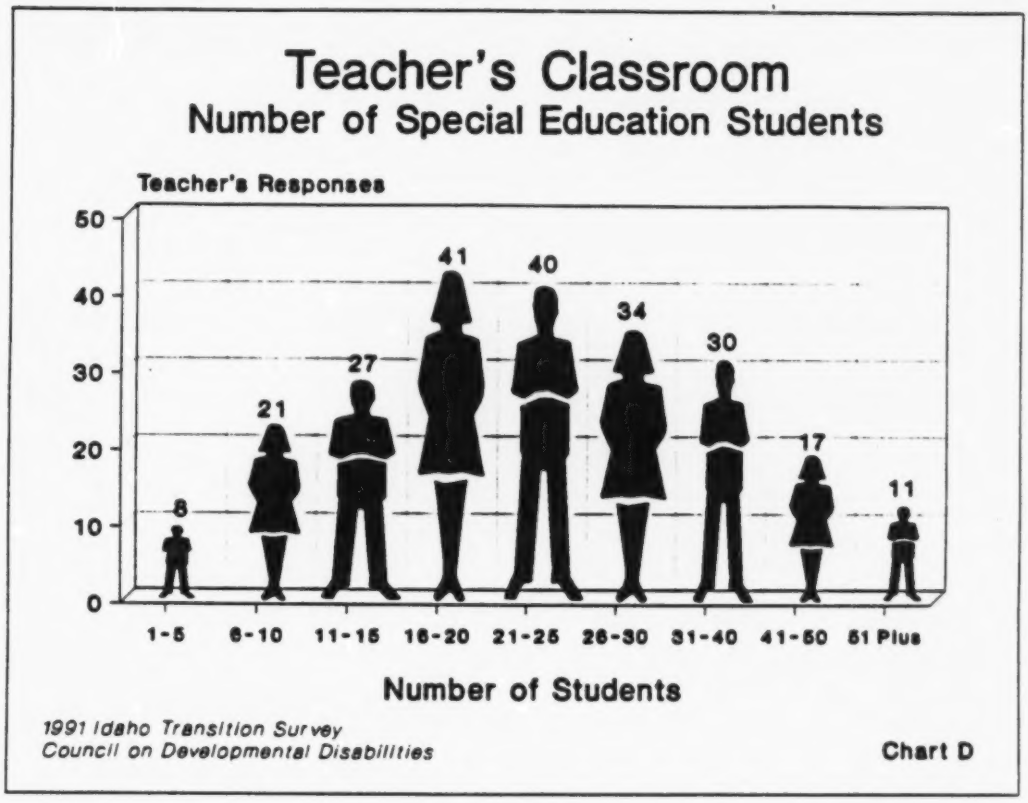
Question 9b. How many special education students are on your class rolls this year? (School Year 1990-91)

- The modified three dimensional bar chart below (Chart D), illustrates the distribution of special education students among 229 teachers (n=247) who responded to the survey question. Surprisingly, the data displayed in graphic form closely resembles a bell curve. The findings show that 50% of the instructors have between 16 and 30 special education students on their class rolls. Twenty-three percent of the instructors said they had 15 or fewer special education students for which they were responsible.



Question 10. In the following age categories, approximately how many of your special education students have formal written transition plans?

- **SPECIAL NOTATION:** *This question was eliminated from the survey report. During the data entry segment of the data analysis it was apparent that too many teachers had responded to this question incorrectly. Therefore, the responses had no statistical significance.*

Question 11. Are student transition plans separate from or integrated with IEPs?

- Forty-one percent of the teachers responding to the survey said their students' transition plans were integrated within student Individual Education Programs (IEP's). Twenty-three percent said IEP's remain separate from transition plans and 23% of the respondents reported that they were unsure whether their students had integrated plans. (see Table 15)

- When the type of classroom an instructor teaches in or conducts their primary educational activities in was examined, the data clearly showed that the setting has a bearing on the integration of a student's IEP with their transition plan. The survey data shows that with an increase in segregation (i.e., from resource to self-contained rooms), there is a marked increase in the number of Teachers who reported integrating the two plans.

- Surprisingly, nearly one-third (50, n=156) of the Resource Room Teachers responding to the survey said they were unsure if their students' Individual Education Programs were integrated with their Transition Plans. This figure represented 86% of the Teachers reporting that they were unsure if the two plans are separate or integrated.

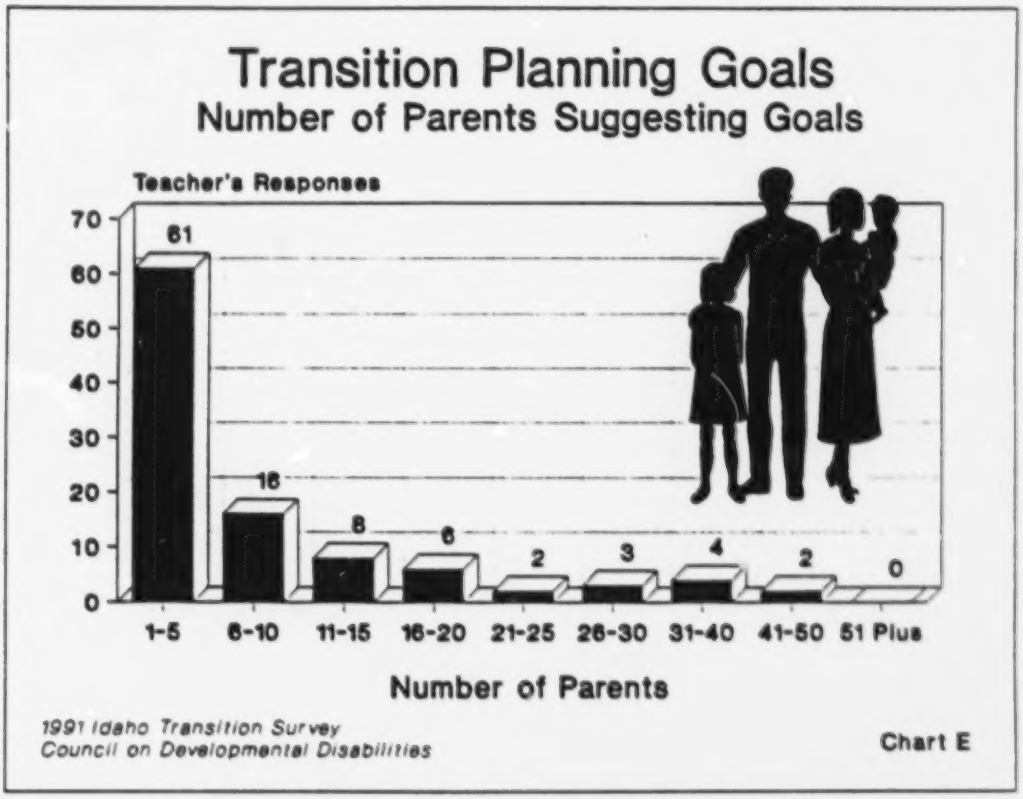
Table 15
Integration of Student Individual Education Program By Type of Classroom Where Instruction Occurs
Teacher Responses

n=Total Response, including missing responses

Classroom / Response	Regular n=2	Extended Resource n=12	Resource n=156	Self-Contained n=31	Other n=34	TOTALS n=247
Separate	1	6	35	9	8	57
Row %	2%	11%	61%	12%	14%	100%
Column %	50%	50%	22%	23%	24%	23%
Integrated	1	2	57	18	23	101
Row %	1%	2%	56%	18%	23%	100%
Column %	50%	17%	37%	58%	68%	41%
Unsure	0	2	50	4	2	58
Row %	0%	3%	86%	7%	3%	100%
Column %	0%	17%	32%	13%	6%	23%
TOTALS	2	10	142	29	33	216
Row %	1%	4%	60%	12%	14%	100%
Column %	100%	83%	91%	94%	97%	87%

Question 12. How many students had a parent(s) make suggestions about possible goals for any of the nine areas of the individual transition planning?

- Teacher's distribution of responses on the number of parents of special education students who made suggestion about their children's transition goals is shown in the modified three dimensional bar chart below (Chart E). The data illustrates that few parents participate in the process. When compared to Question #14's findings on number of students involved in their planning process--parents fare worse.



Question 13. Of the total number of transition plans that appear in your students records, approximately how many address the following:

- This question originally asked Teachers to list the actual number of students whose transition plans address any of the nine transition goal areas. The responses came in three different forms: 1) actual numbers as requested, 2) estimated percentage of students, and 3) check marks designating that the information was included in a students's transition plan. Therefore, Council researchers were forced to accept the data at its lowest common denominator-- meaning any form of a response indicated the inclusion of the transition area in a student's transition plan. Each response, regardless of form was treated as a single entry, or an affirmative response. (see Table 16)

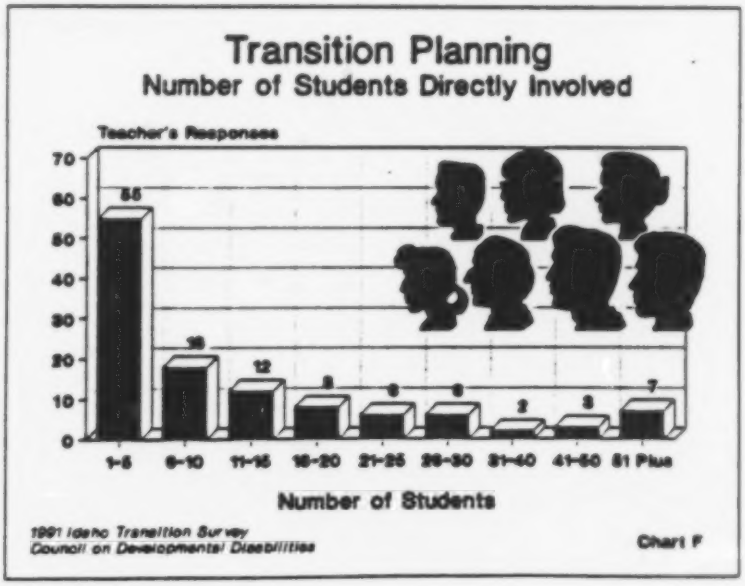
- The responses and percentages listed in Table 16 show that Teachers responding to the survey identified Vocational Placement/Training almost twice as often as any other transition goal area activity. Advocacy/Guardian Services were identified by the least number of Teachers (36, 15%).

Table 16
Teachers Including Transition Area Goals in Student Transition Plans
Teacher Responses

Transition Planning Area	Responses	Percentage
Income/Financial Support	69	28%
Vocational Placement/Training	120	49%
Living Arrangements	56	23%
Personal Management/Assistance	59	24%
Community Leisure Options	58	23%
Transportation Services	62	25%
Medical Care Services	48	19%
Advocacy/Guardian Services	36	15%
Maintenance of Family Relationships	41	17%

Question 14. How many of your students were directly involved in their transition planning?

- The number of students who participate directly in the decision making process concerning their transition goals is reflected in the three dimensional bar chart below (Chart F). The distribution of responses dramatically illustrates that very few special education students have input into how their lives are planned. When this data is compared to Question #12's parent responses, students fared only slightly better in providing opinion into their transition planning process.



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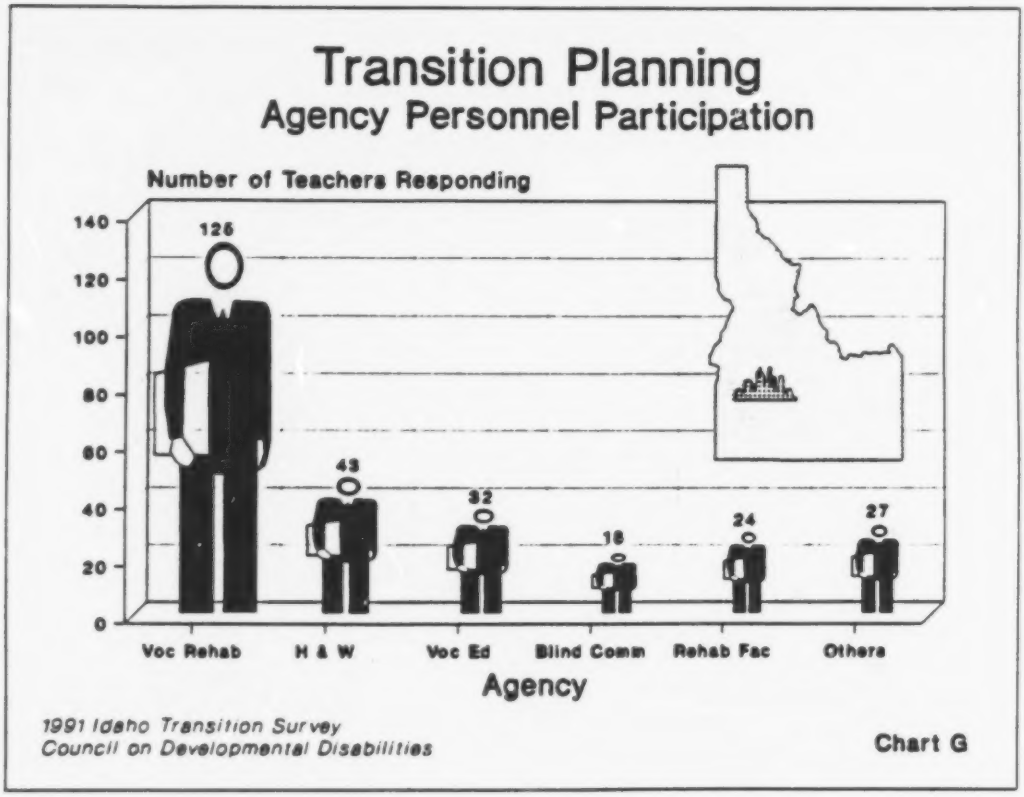
Question 15. Which of the following community agency personnel regularly participate in the transition planning process with your students?

- Vocational Rehabilitation personnel were mentioned three times more often than any other agency personnel as participants with educators in student transition planning processes. One hundred twenty-five (50.6%) of the Teachers responding to the survey reported that Vocational Rehabilitation personnel regularly participate in their students' transition planning process.

- Seventeen percent (n=247) of the Teachers participating mentioned the Idaho Department of Health and Welfare, 13% mentioned Vocational Education personnel, 10% said Rehabilitation Facility personnel participate, 7% noted participation by personnel from the Commission for the Blind, and 11% of the Teachers said personnel from some other type of agency attend the transition planning meeting for students. Below is a modified bar chart (Chart G), illustrating the number of Teachers identifying particular agency personnel.



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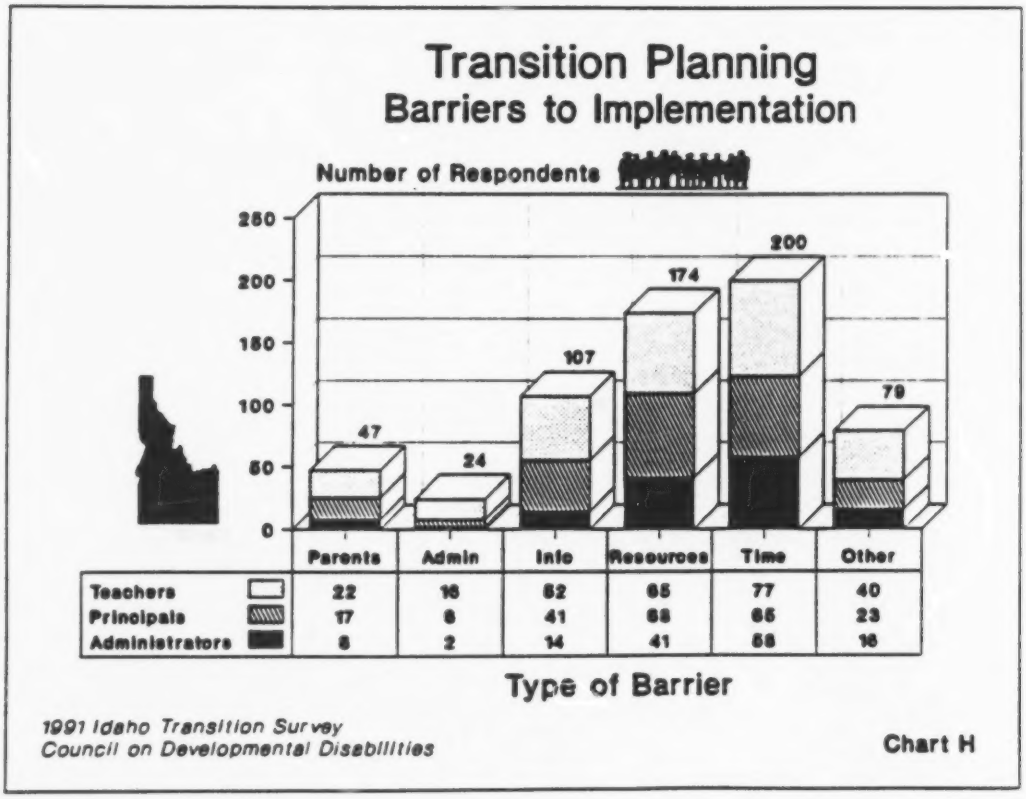
Question 16. What has been your greatest barrier to the implementation of transition planning?

- The survey asked participants to indicate what the greatest barrier to the implementation of transition planning was from their perception. The instructions on the instrument clearly indicated that each individual only check one barrier option, unfortunately many respondents indicated multiple choices on this question. Therefore the responses lack scientific validity, however the data offers a clear indication of which barriers administrators and educators of Idaho's special education programs believe impede transition planning. Allowing for the aforementioned limitations, all three subgroups responded to limitations in approximately the same proportions.

- Time and resources are the two main reasons given by respondents for restricting the implementation of transition planning. The lack of information, identified by 107 participants was cited as the third most frequent barrier to transition planning implementation. While the lack of parent support was cited as the fourth most likely reason for problems with transition planning, and lack of administrative support was the least mentioned barrier to implementation of transition planning. The following three-dimensional vertical stacked bar chart (Chart H), indicates the various subgroup responses.



Curriculum

Curriculum plays an important role in developing academic and vocational programs that offer students an opportunity to transfer learned information into practical outcomes. This section of the survey instrument examined the current practices of each school district with respect to age related time tables for invoking vocational emphasis, making available community-based instruct, performing learned skills in new environments, and providing disability appropriate instruction to students with disabilities.

Question 17. Do students with disabilities receive pre-vocational or vocational instruction, which prepares them for jobs in your community?

- Respondents were asked if special education students in their district receive pre-vocational or vocational instruction which prepares them for jobs in the local community. In 63% of the districts the course work was available. Data show that responses were similar when comparing districts with (67%, n=57) and without (61%, n=44) transition planning processes. Below is a cross tabulation table illustrating the data according to frequency and percent.

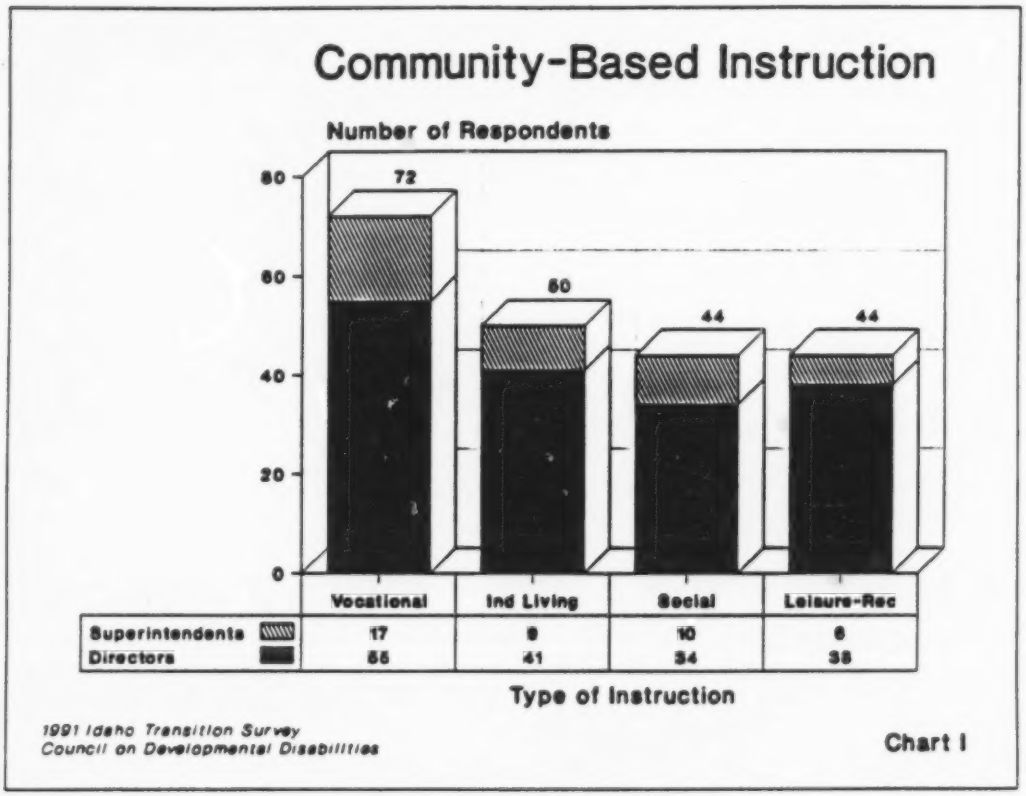
Table 17
Students With Disabilities Receive Pre-Vocational or Vocational Instruction
n=Total Response, including missing responses

Respondent Response	Director n=79	Superintendent n=26	Principal n=170	Teacher n=247	TOTALS n=522
Yes	49	18	137	184	388
Row %	13%	5%	35%	47%	100%
Column %	62%	69%	81%	74%	74%
No	2	6	15	28	51
Row %	4%	12%	29%	55%	100%
Column %	3%	23%	9%	11%	10%
Unsure	0	2	16	31	49
Row %	0%	4%	33%	63%	100%
Column %	0%	8%	9%	13%	9%
TOTALS	51	26	168	243	488
Row %	15%	5%	33%	47%	100%
Column %	65%	100%	99%	98%	93%

- A direct follow-up question on pre-vocational and vocational instruction for respondents who indicated their district participates in is these activities asked about the age at which the instruction is begun. The data indicates that 54% of the school districts begin instruction at ages 13-14 (8th and 9th grades), 42% of the districts begin instruction at ages 15-16 (10th and 11th grades), and in 4% of the districts instruction starts at age 17-18 (12th grade).

Question 18. Please check which of the following community-based instruction components are available within your special education program?

- Administrators were asked which of the four community-based instruction components are available within their special education program. These included Vocational 67%, Independent Living 47%, Social-Interpersonal instruction 41%, and Leisure-Recreation 41%. Below is a three-dimensional vertical stacked bar chart (Chart I), which illustrates the findings by administrative position of the respondent.



Question 19. Are instructional procedures for students with disabilities designed to ensure that students can perform learned skills in new settings? *(Maintenance-generalization)*

- Fifty-one percent of the Teachers surveyed said that their school district's instructional practices have the ability to help students transfer learned skills from the educational setting to a variety of other settings. This skill, known as maintenance-generalization is a critical educational curriculum aspect of transition for special education students.

Question 20. Are secondary curriculum materials available for providing instruction to your students within all categories of disability?

- Only 43% of the Teachers surveyed said secondary curriculum material was available to them for providing instruction to special education students within all categories of disability.
- When Teachers who responded "yes" to the question of applicable curriculum materials is cross tabulated with Teachers responding "yes" to their school district having a formal transition planning process, 63% of the respondents report that materials for students were available. (see Table 18)

Table 18
Availability of Disability Curriculum Materials
By Formal Planning Process and Transition Manual Use
Teacher Responses
n=Total Response, including missing responses

Planning Process / Materials Available	Yes n=122	No n=56	Unsure n=66	TOTALS n=247
Yes	65	20	18	103
Row %	63%	19%	17%	100%
Column %	53%	36%	27%	42%
No	26	19	18	63
Row %	41%	30%	29%	100%
Column %	21%	34%	27%	26%
Unsure	25	14	24	63
Row %	39%	22%	38%	100%
Column %	20%	25%	36%	26%
TOTALS	116	53	60	229
Row %	51%	23%	26%	100%
Column %	98%	95%	91%	93%

- When researchers controlled for school district enrollment on the question of secondary curriculum materials for students in all disability categories no dramatic differentiation surfaces. Districts with populations of 350-799 and 1,500-4,999 do fall near the one-third level.

Table 19
Availability of Disability Curriculum Materials By Size of District Enrollment
Teacher Responses
n=Total Response, including missing responses

Enrollment / Response	1 to 349 Students n=14	350 to 799 Students n=19	800 to 1,499 Students n=21	1,500 to 4,999 Students N=101	5,000 Plus Students n=92	TOTALS n=247
Yes	7	6	10	36	46	105
Row %	7%	6%	10%	34%	44%	100%
Column %	50%	32%	48%	36%	50%	43%

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Transition Practices

This final section of the survey instrument sought clarification on the current state of transition practices at each school district. Specific attention was paid to interaction with community services and working environments, offering specialists to guide transition efforts, and doing follow-up to assess the impact of current transition practices of the school district.

Question 21. Is information distributed to students about adult services that are available in your community?

- Directors (70%) were more inclined than Superintendents, Principals or Teachers to report that information was being distributed. Only one-half of the Teachers suggested this was the case. Since Teachers in the classroom would be the major source of literature distribution about local adult service agencies, researchers tend to accept their responses with greater weight than the other three subgroups.

- A question closely related to a previous query on "community-based instruction components available with the special education program" asked if "information is distributed to students about adult services that are available in their local community." Sixty-four percent of the administrators affirmed the distribution of such information, which resembles the 59% of who reported information distribution. However, Teachers responses fall off significantly with only 51% reporting distribution of information on adult services in the community.

Question 22. Please check which of the following transitional areas are routinely contained in your student's IEP instructional goals?

- Data from Teacher's responses clearly indicates that Vocational goals (59%, 145) are more often included in student Individual Education Program goals than the three other areas addressed. Social-Interpersonal goals (33%, 82), Independent-Living (38%, 95) and Recreation-Leisure goals (22%, 54) were listed in that order. (see Table 20)

Table 20
Transition Areas Routinely Contained in Student IEP Goals
Teacher Responses
n=Total Responses, including missing responses

Classroom Goals	Responses n=247	Percent of n=247
Vocational	145	59%
Social-Interpersonal	82	33%
Independent Living	95	38%
Recreation-Leisure	54	22%

- When Teacher responses are cross tabulated with the type of classroom were instruction takes place the percentages for "Self-Contained Classroom" and "Other Classroom" substantially exceed overall percentage of the total responses in Table 20. (see table 21)

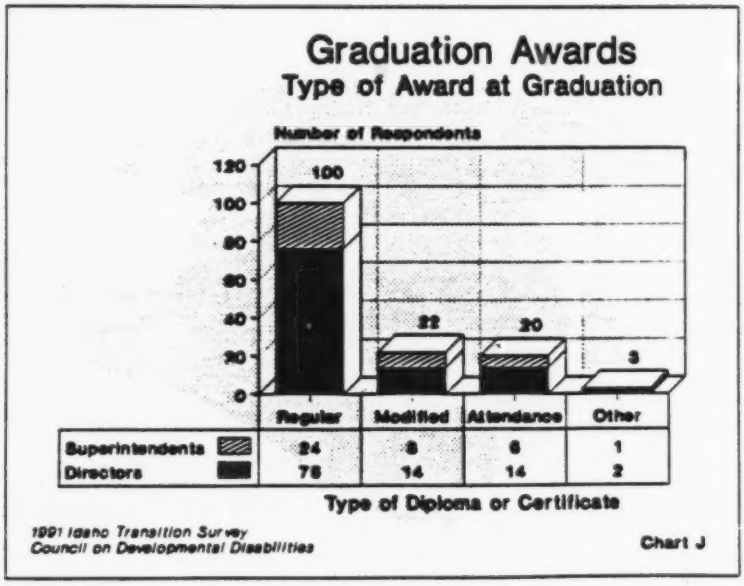
Table 21
Transition Areas Routinely Contained in Student IEP Goals By Type of Classroom
Teacher Responses

n=Total Response, including missing response

Classroom Type / Goal Areas	Regular n=2	Extended Resource n=12	Resource n=156	Self-Contained n=31	Other n=34	TOTALS n=247
Vocational	2	6	80	25	32	145
percent of n	100%	50%	51%	81%	94%	59%
Social-Interpersonal	1	4	43	18	16	82
percent of n	50%	33%	28%	58%	47%	33%
Independent Living	1	7	47	18	22	95
percent of n	50%	58%	30%	58%	65%	38%
Recreation-Leisure	1	1	23	16	13	54
percent of n	50%	8%	15%	52%	38%	22%

Question 23. Please check which of the following certificates are awarded in your school district:

- The following three dimensional stacked bar chart (Chart J), illustrates participant responses to a question specifically designed to illicit empirical evidence that some school districts award certificates or diplomas other than those required by law. While other forms of graduation awards are expressly prohibited, the findings show that 21% of Idaho's public school districts with secondary programs award modified diplomas, 19% award certificates of attendance, and 3% award some other type of diploma.



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Question 24. Do your students receive school credit for work experience?

- To gauge the use of real life experiential modeling by school districts, this question checked to see if districts gave credit to students participating in work experience settings. Sixty-three percent of Teachers said their students receive credit for work experience. Of those, 50% said the work experience took place in a school setting, while 54% reported that the credit was received from work in community settings.

Question 25. For which of the following jobs does your school district have formal job descriptions?

- A fundamental component of a well functioning transition planning process is the formalization of three specific transition related positions to assist students in transitioning to the community work force. The title of these positions are: Transition Specialist, Community Work Coordinator, and Job Coaches. Administrators were asked to identify which of the three positions had formal job descriptions at their school district. Superintendents related only two instances where the positions existed. One a Transition Specialist, the other a Community Work Coordinator. This was the most pervasive evidence of the existence of considerable disparity in the administration of transition processes when school districts lack Special Education Directors. In contrast, districts with Directors revealed 19% had Transition Specialist, 37% had Community Work Coordinators, and 22% had Job Coaches. (see Table 22)

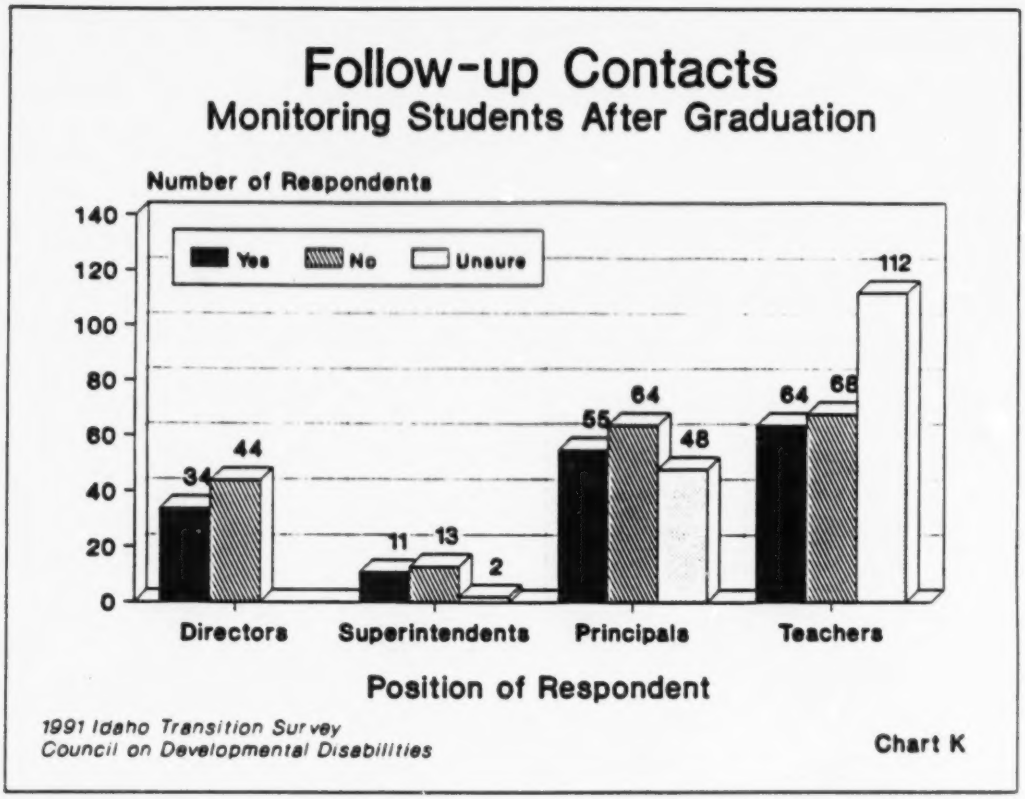
- Only 12% of Principals reported having Transition Specialists, 22% had Community Work Coordinators and 17% had Job Coaches. Teachers responses to the identical question show some departure from administrators perceptions. Ten percent of Teachers said their school district has Transition Specialist, 28% had Community Work Coordinators, and 23% had Job Coaches.

Table 22
Existence of Formal Job Descriptions By Position of Respondent
n=Total Response, including missing responses

Position of Respondent / Formal Job Description	Director n=79	Superintendent n=26	Principal n=170	Teacher n=247	TOTALS n=522
Transition Specialist	15	1	21	24	61
Row %	25%	2%	34%	39%	100%
Column percent of n	19%	4%	12%	10%	12%
Community Work Coordinator	29	1	38	68	136
Row %	21%	1%	28%	55%	100%
Column percent of n	37%	4%	22%	28%	26%
Job Coaches	17	0	29	56	102
Row %	17%	0%	28%	55%	100%
Column percent of n	22%	0%	17%	23%	20%
No Formal Job Description	39	22	70	71	202
Row %	19%	11%	35%	35%	100%
Column percent of n	49%	85%	41%	29%	39%

Question 26. Does your school district participate in follow-up contacts with students after they graduate from high school?

Best available knowledge suggests that follow-up contacts after high school graduation offer an excellent method for evaluation of the effectiveness of a school district's existing transition planning processes. Administrators in 44% of the school districts said follow-up contacts are undertaken. Of those who engage in follow-up contacts with special education students who have graduated the majority (53%, n=47) said this activity ends at 20 to 21 years of age. The following three-dimensional bar chart (Chart K), illustrates the termination of follow-up by districts.



Recommendations

1. **Public policy creating a transition services system must be formulated and embraced by all major agencies and organizations providing educational and vocational services to people with disabilities.**

   A clear public policy on transition, mutually understood and agreed upon by the State Department of Education, adult service agencies, school districts, and families does not exist in Idaho. Transition policy cannot be viewed as the sole responsibility of education. Although some interagency agreements are in place, they carry no requirement for participation. Agreements at the state level do not necessarily translate into similar agreements at the local level. Federal funding, which fueled the efforts undertaken by the State Department of Education for six years, is no longer a resource, and staffing shortages at the state level in education translate into reduced technical assistance specific to transition. A policy establishing the philosophy of transition, together with implementation strategies and responsibilities may be accomplished through a combination of legislation, rules and regulations, interagency agreements and interdepartmental policies and procedures.

2. **An independent third party agency (one which does not provide educational or adult services) must be assigned oversight of all interagency transition processes. This includes development, implementation, and monitoring of formal transition processes. At each level (state, school district, and building), a consistent transition process should be established, understood, and utilized by all appropriate personnel.**

   With new federal legislation, the State Department of Education is mandated to require districts to implement transition planning, and they have developed implementation guidance to do so. Interagency agreements at the state level exist, but do not mandate that same cooperation at the local level. Agreements between school districts and adult and other community services are inconsistent. Education has no authority over the other agencies which must participate in order for the process to be successful. An independent entity with oversight responsibility could ensure that all parties participate.

3. **Transition planning at the district level should be incorporated into the existing CST process within the district to ensure a natural flow within the child study team meetings.**

   The transition data in the report demonstrates the confusion among special education teachers as to whether or not the transition plan should be separate from or integrated with the IEP. This lack of understanding was also reinforced by the comments of a special education director in follow up to the survey. Rather than develop and maintain a separate meeting and planning process, districts need information and assistance to incorporate transition planning efforts into existing processes.

7. **All students and parents must be provided with step-by-step information regarding transition and adult services in order for students to better advocate for themselves and for parents to advocate for their children.**

Informed students and their parents are the best assurance that adequate, appropriate transition planning will occur. Information regarding available options to young people, both in-school and post-high school, needs to be provided on a regular basis to families starting no later than when the student reaches 14. This information must be thorough and "family-friendly" with opportunity for both student and family to make informed choices.

8. **All students and parents must be directly involved in planning for their transition.**

In order for students and their parents to make decisions about the student's future, they must be directly involved in the process for planning the move from school to adult life. Forty-seven respondents to the survey indicated lack of parent support as a barrier to transition planning. While most of the students addressed in the survey were educated in class sizes of 16 to 40, the majority of teachers indicate that fewer than 5 students and/or parents are directly involved in that transition planning process. Responsibility lies both with educators to request family participation and with families to actively participate.

9. **Principals must be involved as part of the transition team.**

As building administrators, principals set the tone for educational services provided by their school. They can be facilitators or blockers of certain ideas or practices depending upon their orientation. The data from the survey clearly shows the lack of information and possible involvement within schools between principals, special education directors, superintendents, and teachers. For principals to provide that foundation for transition planning, they must be fully informed and part of the process.

10. **Regular communication must be established and maintained between the superintendent or special education director, principals, and teachers, and must include students and parents.**

Clear and consistent communication is the cornerstone for any process, including transition planning. Disparity among the answers from differing categories of survey respondents indicates that some individuals are not receiving or relaying information. When asked if teachers were provided with information on transition planning, 81% of special education directors said yes in comparison with affirmative responses from 50% of superintendents, 53% of principals and 66% of teachers. Responses to additional survey questions confirm that inconsistency. When a transition planning process is initiated within a district, or more importantly within a school, all individuals need on-going procedures for communicating with one another regarding that process.

11. **Student/teacher ratios need to be reduced to provide more time for IEP transition planning with the child study team.**

Lack of time was cited in the survey as the primary barrier to successful transition planning. One way to provide more time for teachers is to reduce their class size so more time is available for each student. The issue of inadequate time is even more difficult at the secondary level when the schedules of several teachers must be coordinated for meetings regarding a student's educational plan.

12. **Clarification regarding the child study team (CST) and the individual transition team needs to be made at both the state and district level.**

An understanding exists within school districts about the child study team and its composition and purpose. Much less is known about the individual transition team and its involvement in the student's planning for work and adult life. The State Department of Education has provided some guidance in the Implementation Manual regarding the individual transition team, however the definition and function of the individual transition team as compared to the CST needs further clarification. How are the two similar or different? Why is transition addressed by a group separate from the CST? Technical assistance from the State Department of Education on this issue combined with a district's willingness to adapt could provide a consistent approach statewide. Adult service agencies' role in the transition team must also be clarified and strengthened.

13. **School credit towards graduation must be provided when work experience opportunities take the student out of the classroom and into the community.**

Between 1987 and 1990 the Idaho Transition Project funded community work coordinator grants to school districts to develop work experience programs in conjunction with the Division of Vocational Rehabilitation's School-To-Work project. Idaho law now provides for worker's compensation coverage of a work experience student under a district's policy making it easier to place students if the student receives school credit and not wages as part of the work experience program. Survey findings report that 63% of teachers state that students receive credit for work experience. Some districts have demonstrated creative use of JTPA-funded training programs, on-the-job-training, internships and apprenticeships which could be replicated in other districts. One example is Vocational Education's Tech Prep 2 + 2 program which allows students to earn credit at a post secondary school for some courses they have taken in high school.

14. **All secondary programs need to move from a remedial to a functional model of instruction that is activity based and allows students to make choices about career options available to them after high school.**

Based on the findings, 51% of teachers surveyed say that their districts methods of instruction ensure that students can perform learned skills in new settings. This approach is consistent with the State Department of Education's Implementation Manual which states that "the instructional component of maintenance and generalization of specific skills that are related to employment and community living should be implemented in the community to be a least restrictive educational setting."

15. **Students with disabilities should have more opportunities for different work experiences during their school years. The adult service system needs to provide the flexibility to allow students to switch jobs over time. Give students the ability to move to more favorable work settings with higher salary, and increased job stability over time.**

As noted under the exemplary model section of the report some districts provide students several opportunities for trying different jobs starting during the middle school years, however this practice is not standard statewide. Students participating in regular education may be exposed to a variety of jobs during the summer months. Students with special needs graduating from high school (18-21) need to be afforded the opportunity to change jobs over time and not feel they are obligated to remain in the same job forever with no opportunities for advancement. Adult services should embrace and help facilitate the job variety process.

16. **The practice of awarding certificates other than regular diplomas to students in special education must be discontinued immediately.**

New State Department of Education special education regulations reinforce this recommendation. Considering that a regular diploma is the standard practice for what is "normal" and "credible", all students should receive only regular diplomas. This practice should be uniform statewide, and not just the preferred option, but the only option.

17. **Follow-up procedures must be developed by the school district to periodically assess the appropriateness of the instruction and curriculum to assist in applying the information learned in the school into adult life for students in special education. This assessment should commence by the school district immediately after graduation.**

Based on the survey report findings 53% of administrators said that follow up ends at age 20-21 years of age, which is the age of legal obligation of schools. The State Department of Education Implementation Manual states: "Each school district should conduct follow-up activities regarding individual student post-school outcomes". Under the Idaho Transition Project the Idaho Center on Developmental Disabilities (UAP) Follow-Along Project provides a one-time three-year longitudinal study of students existing secondary education programs. One of the recommendations under consideration from the follow along project is to package the materials developed and distribute to interested school districts so that they can conduct their own follow along activities. In addition, the State Department of Education studied three graduating classes between 1986-1988, and two districts received stipends to follow-up on their students. Some form of follow-up procedures on both the state and district level are important to continually evaluate the effectiveness of instruction occurring in the school setting.

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Idaho Transition Survey For Teachers

School Administration

1. Does your school district use a formal/written transition planning process?
( ) Yes ( ) No ( ) Unsure

2. Does your school district have a transition manual for use in the transition process?
( ) Yes ( ) No ( ) Unsure

3. Have you been provided with information on planning for student transition from school to adult life?
( ) Yes ( ) No ( ) Unsure

4. Does your school district have an ongoing working relationship to develop strategies between special education and regular academic programs?
( ) Yes ( ) No ( ) Unsure

5. Does your school district have an ongoing working relationship to develop strategies between special education and the regular vocational program?
( ) Yes ( ) No ( ) Unsure

6. Is there a system for developing strategies between special education and adult community agencies, in order to facilitate successful transition of students?
( ) Yes ( ) No ( ) Unsure

7. Does your school district have any form of interagency arrangements with local adult service agencies?
( ) Yes ( ) No ( ) Unsure

If Yes, what agencies? *(Check all those that apply)*

Written	Informal	
___	___	Vocational Rehabilitation
___	___	Health and Welfare
___	___	Vocational Education
___	___	Commission for the Blind
___	___	Rehabilitation Facility
___	___	Other _____

Classroom Administration

8. In what type of classroom does your instruction take place?

( ) Regular Education Classroom
( ) Extended Resource Room
( ) Resource Room
( ) Self-Contained Classroom
( ) Other _____

9. What grade level are your students? *(Check all those that apply)*

( ) 6th ( ) 8th ( ) 10th ( ) 12th
( ) 7th ( ) 9th ( ) 11th ( ) Ungraded

9. How many special education students are on your class rolls this year? ____

10. In the following age categories, approximately how many of your special education students have formal written transition plans?

___ 13-14 ___ 19-20
___ 15-16 ___ 21 plus
___ 17-18

11. Are student transition plans separate from or integrated with IEPs?
( ) Separate ( ) Integrated ( ) Unsure

12. How many students had a parent(s) make suggestions about possible goals for any of the nine areas of the individual transition planning? ____

13. Of the total number of transition plans that appear in your students records, approximately how many address the following: *(Please use numbers not percentages)*

___ Income/Financial Support
___ Vocational Placement/Training
___ Living Arrangements
___ Personal Management/Assistance
___ Community Leisure Options
___ Transportation Services
___ Medical Care Services
___ Advocacy/Guardian Services
___ Maintenance of Family Relationships

14. How many of your students were directly involved in their transition planning? ____

15. Which of the following community agency personnel regularly participate in the transition planning process with your students? *(Please check all that participate)*
    ( ) Vocational Rehabilitation
    ( ) Health and Welfare
    ( ) Vocational Education
    ( ) Commission for the Blind
    ( ) Rehabilitation Facility
    ( ) Other _____

16. What has been your greatest barrier to the implementation of transition planning? *(Please check only one)*
    ( ) Lack of Parent Support
    ( ) Lack of Administrative Support
    ( ) Lack of Information
    ( ) Insufficient Resources
    ( ) Insufficient Time
    ( ) Other _____

Curriculum

17. Do students with disabilities receive pre-vocational or vocational instruction, which prepares them for jobs in your community?
    ( ) Yes ( ) No ( ) Unsure

    If Yes, at what age is this instruction begun?
    ___ 13-14 ___ 17-18 ___ 21 Plus
    ___ 15-16 ___ 19-20

18. Please check which of the following community-based instruction components are available within your special education program?
    ( ) Vocational
    ( ) Independent Living
    ( ) Social-Interpersonal
    ( ) Leisure-Recreation

19. Are instructional procedures for students with disabilities designed to ensure that students can perform learned skills in new settings? *(maintenance-generalization)*
    ( ) Yes ( ) No ( ) Unsure

20. Are secondary curriculum materials available for providing instruction to your students within all categories of disability?
    ( ) Yes ( ) No ( ) Unsure

Transition Practices

21. Is information distributed to students about adult services that are available in your community?
    ( ) Yes ( ) No ( ) Unsure

22. Please check which of the following transitional areas are routinely contained in your student's IEP instructional goals? *(Please check all that apply)*
    ( ) Vocational
    ( ) Independent Living
    ( ) Social-Interpersonal
    ( ) Recreation-Leisure

23. Please check which of the following certificates are awarded in your school district: *(Please check all that apply)*
    ( ) Regular Diploma
    ( ) Modified Diploma
    ( ) Certificate of Attendance
    ( ) Other Diploma Option _____

24. Do your students receive school credit for work experience?
    ( ) Yes ( ) No ( ) Unsure

    If Yes, in what setting do procedures exist?
    ( ) In the School
    ( ) In the Community

25. For which of the following jobs does your school district have formal job descriptions?
    ( ) Transition Specialist
    ( ) Community Work Coordinators
    ( ) Job Coaches
    ( ) None
    ( ) Unsure

26. Does your school district participate in follow-up contacts with students after they graduate from high school?
    ( ) Yes ( ) No ( ) Unsure

    If Yes, at what age does the follow-up end?
    ___ 18-19 ___ 22-23
    ___ 20-21 ___ 24-25

Idaho Transition Survey

1. Does your school district use a formal/written transition planning process?
( ) Yes ( ) No ( ) Unsure

2. Does your school district have a transition manual for use in the transition process?
( ) Yes ( ) No ( ) Unsure

3. Have your teachers been provided with training on planning for student transition from school to adult life?
( ) Yes ( ) No ( ) Unsure

4. Does your school district have an ongoing working relationship to develop strategies between special education and regular academic programs?
( ) Yes ( ) No ( ) Unsure

5. Does your school district have an ongoing working relationship to develop strategies between special education and the regular vocational program?
( ) Yes ( ) No ( ) Unsure

6. Is there a system for developing strategies between special education and adult community agencies, in order to facilitate successful transition of students?
( ) Yes ( ) No ( ) Unsure

7. Does your school district have any form of interagency arrangements with local adult service agencies?
( ) Yes ( ) No ( ) Unsure

If Yes, what agencies? *(Check all those that apply)*

Written	Informal	
___	___	Vocational Rehabilitation
___	___	Health and Welfare
___	___	Vocational Education
___	___	Commission for the Blind
___	___	Rehabilitation Facility
___	___	Other _____

8. What has been your greatest barrier to the implementation of transition planning? *(Please check only one)*
( ) Lack of Parent Support
( ) Lack of Administrative Support
( ) Lack of Information
( ) Insufficient Resources
( ) Insufficient Time
( ) Other _____

9. Do students with disabilities receive pre-vocational or vocational instruction, which prepares them for jobs in your community?
( ) Yes ( ) No ( ) Unsure

If Yes, at what age is this instruction begun?
___ 13-14 ___ 17-18 ___ 21 Plus
___ 15-16 ___ 19-20

10. Please check which of the following community-based instruction components are available within your special education program?
( ) Vocational
( ) Independent Living
( ) Social-Interpersonal
( ) Leisure-Recreation

11. Is information distributed to students about adult services that are available in your community?
( ) Yes ( ) No ( ) Unsure

12. Please check which of the following certificates are awarded in your school district: *(Please check all that apply)*
( ) Regular Diploma
( ) Modified Diploma
( ) Certificate of Attendance
( ) Other Diploma Option _____

13. For which of the following jobs does your school district have formal job descriptions?
( ) Transition Specialist
( ) Community Work Coordinators
( ) Job Coaches
( ) None
( ) Unsure

14. Does your school district provide follow-up services for students after they graduate from high school?
( ) Yes ( ) No ( ) Unsure

If Yes, at what age does the follow-up end?
___ 18-19 ___ 22-23
___ 20-21 ___ 24-25

62

APPENDIX C

Idaho Transition Project

Project Premise

Implement statewide systems change model for local secondary school-based transition services through increased linkages and communication between parents, schools, agency personnel, and employers. Focusing on the LEA "transition team" is deemed the most effective method for successful independent living for individuals with disabilities.

Goals, Objectives, Activities, and Accomplishments

Goal 1: The strengthening of the networking and linkages of parents, students, school personnel, adult service providers and employers at the local, regional and state levels

Objective 1: Interagency Working Group (IWG): Met on a quarterly basis for 3 years to accomplish interagency networking to share human and financial resources for transition services at local, regional and state levels.

School-To-Work Transition Project: A 1987 collaborative effort between Idaho Dept. of Education, Dept. of Vocational Rehabilitation, and Vocational Education under separate funding of this grant. A job coaching project which awarded 27 grants to Vocational Rehabilitation Facilities to develop job coaching strategies for students needing special services. One hundred seventy-eight clients received job coach support and were placed in employment over the 3 year grant period.

Community Work Coordinator Project: A 1987 project implemented in conjunction with the School-to-Work project. Twenty-two grants were awarded to school districts and service cooperatives to develop community based work experience programs. Surveys by Transitional Pilot sites report 58% of the districts provided work experience opportunities for students.

Transition Training Workshops: Two statewide and 3 regional training workshops for staff participating in the School-To-Work and Community Work Coordinator projects. One hundred fourteen community work coordinators, teachers, and administrators from school districts, and job coaches and counselors from Vocational Rehabilitation.

Exchange of Agency Personnel: Interagency sharing of 22 personnel with transition expertise. Developed and disseminated in October 1990 a document: *Interagency Transition of Youth With Disabilities*.

Interagency Agreements: Developed between the Idaho Commission for the Blind, Idaho Dept. of Education, Division of Vocational Rehabilitation

Special Needs Project: Forty-four BSU students and 21 ISU students provided special support services to students with disabilities. One hundred thirty-four senior high students participated in "hands-on experiences" workshops at ISU and LCSC.

Objective 2: Year 1: Establish a statewide (time limited) parent task force to develop two mini-guides for transitional planning. Year 2: Establish an interagency task force to develop guidelines and procedures to transfer information from LEA's to adult services. Year 3: Provide 3 regional workshops for parents, mildly disabled students and professionals on transition, post-secondary training, and education opportunities.

Three parent manuals were developed and 3,500 copies have been printed and distributed. Titled: *A Parent Guide to Securing Financial and Medical Benefits in Idaho*, *Employment and Training Opportunities for Youth with Disabilities*, and *Recreation/Leisure Activities For Youth With Disabilities*.

Conducted 18 instead of 9 training workshops for parents covering services provided by adult service providers, with speakers from Vocational Rehabilitation, Health of Welfare, and Social Security. Two hundred forty people participated in training workshops. In grant years 2 & 3, objectives (1.2) and (2.2) were combined and regional conferences and workshops were combined for transition teams of pilot sites, adult service providers, parents, and students. Additionally, training issues shifted from students with moderate/severe needs to differing needs of students with mild handicaps.

Grant year 2's theme was "Interagency Focus on the Family". Three hundred people attended; 25% were parents and students. Grant year 3's conference theme was "Interagency Planning for the Future: Shared Responsibility". Three hundred fifty-eight people attended and 155 were parents and students.

Objective 3: Year 1: Provide 6 regional workshops on "Parents and Transitional Planning" each year of the grant. Year 2: Collaborate with Vocational Education to conduct a statewide conference for professionals on improved educational services for at-risk populations. Year 3: Eliminated.

Statewide conference with approximately 100 administrators and teachers. General and special education and other agency personnel attended a one-day seminar, "Restructuring School for Success".

Goal 2: The provision and evaluation of in-services training.

Objective 1: Years 1 & 3: Provide a system of in-service training, technical assistance, and support through 6 regional workshops for transition team members. Year 2: Provide topical information and follow-up technical assistance to small rural districts through a maximum of 6 workshops.

Twenty-five regional workshops (instead of 18) were conducted. Fifty-three school districts and service cooperatives were pilot sites and 8 districts were affiliate sites. Approximately 265 personnel were trained as transition teams. Transition teams included personnel of related services, corrections, post-secondary colleges, vocational rehabilitation, Health and Welfare and rehabilitation facilities. Affiliate pilot sites were identified as progressive in transition practices and were independent of the transition project. These districts were awarded stipends of $1,000 to support projects. Affiliate pilot sites did not participate in formal school based transition training.

Objective 2: Year 1: Conduct a one-week summer course on "Transition Planning and Vocational Special Needs". Year 2: Provide 3 statewide regional workshops for parents, mildly disabled students, and professionals on transition and post-secondary training and education opportunities. Year 3: Provide a system of in-service training, technical assistance, and support through 3 regional workshops for transition team members of existing sites.

A basic course on "Transition Planning and Vocational Special Needs" was offered each grant year. The State Department of Education and the State Department of Vocational Education worked with Technical Vocational College at Boise State University cooperatively developed the course. Thirty people from school districts and agencies participated each grant year. All pilot sites were required to have a minimum of one transition team member take the course.

A series of workshops conducted each grant year focused on four major areas: 1) administrative activities; 2) parent education and support; 3) staff training; and 4) student preparation. Transition training material included *Transition! School to Community*, *ITP Pilot Site Journal* and the *Labor Issues Handbook*.

Objective 3: Year 1: Collaborate with the University of Idaho in offering a one-week advanced summer course on transition focusing on vocational assessment and curriculum development. Year 2: Provide in-service training for community work coordinators and linkage personnel from LEA's. Year 3: Conduct a one-week summer course on the "Basics of Transition Planning and Vocational Special Needs".

The course "Curriculum Development and Assessment Procedures" was offered under separate funding by the U of I so was changed to "Formalizing Transition Services as a District Policy". Forty-nine people attend these courses. This objective was canceled in grant year 2.

The advanced course "Follow-Along at the District Level", was deleted from activities in 1988-89 due to limited resources, districts preferred other interests, and State Dept. of Education staff changes. Districts were offered stipends to conduct follow-up studies.

Objective 4: Year 1: Sponsor an annual Statewide Conference on Transition for a minimum of 150 participants. Year 2: Conduct a one-week institute addressing the needs of rural special educators. Year 3: Offer a one-week advanced course on "follow-along" strategies at the local level.

In grant year 1 the two day conference on "Interagency Coopération" was changed to 3 one-day regional meetings, and combined with training/workshop components. Transition project participants state their preference for regional conferences, focusing on successful models for transition and supported employment. Two hundred twenty parents, agency and school personnel attended.

Six regional conferences were conducted in grant years 2 and 3 and were attended by 793 participants. A variety of concurrent sessions addressing issues of parents, students, agency personnel, and post-secondary programs and options. One hundred thirty-four students attended concurrent workshops gaining valuable "hands-on experience" at regional state vocational colleges for secondary students.

Four summer institutes and workshops addressing the needs of rural educators, (in school districts with population of less than 2,500) were held at Idaho's higher education institutions. This collaborative effort between the project director of the VI-D Personnel Grant and the director of the Transition Grant included courses on "Teachers of the Severely Handicapped", "Community Referenced Curriculum", "Connecting: Strategies for Regular and Special Education", and "Cooperative Learning". Ten individual awards and 2 teams awards were made to 8 school districts that had been pilot sites in the Transition Project. Participants evaluated the workshops with brief reaction papers.

Goal 3: The stimulation of improved LEA curriculum in the areas of vocational preparation, life skills, and transition.

Objective 1: Year 1: Provide 15 grant awards for Pilot Sites to adapt curriculum to meet specific district needs. Year 2: Provide 10 stipends and follow-along training to ITP project sites to stabilize and improve current transition services through follow-along studies. Year 3: Provide 20 stipends to ITP project sites to stabilize and improve current transition services.

Mini-grants were made to 8 LEA's each grant year to stimulate improvement of curriculum in vocational preparation, life skills, and transition. Eight stipends were awarded to districts that were affiliate pilot sites. The original goal to provide grant awards to pilot sites to adapt curriculums locally to meet specific needs, was gradually phased out. Intensive support and training was replaced with encouragement to develop and improve life skills, pre-vocational and vocational curriculum at the secondary level.

The second year of the grant, 30 districts applied and 20 stipends were awarded. Minimal guidelines and simple format led to the increased number of applicants. In the third year of the grant 10 stipends were awarded to ITP pilot sites to improve transition services through follow-along studies.

Objective 2: Year 1: Nothing. Year 2: Organize a statewide "Future Forum" to identify problem areas in LEA's and develop a transition networking register of personnel to provide technical assistance and support. Year 3: Establish a statewide time-limited task force to develop recommended policy for LEA's to formalize a commitment to transition.

Modified the statewide working group of persons from previous pilot sites to identify best practices and barriers encountered in transition planning and program development, and developing a Transition Support Networking Register. Regionalized approach, identified problems and barriers through written and telephone surveys. Information shared at regional conferences. Survey information and conference insights collected for teachers' manuals; complied and disseminated copies to school district personnel in respective regions in October 1990.

Goal 4: The development of school-based transition services in local education agencies.

Objective 1: Develop and utilize a system of project management.

School districts were invited and encouraged to apply for stipends to stabilize and improve current transition practices which included follow-up studies.

There were no major changes in the development of school-based transition systems.

Objective 2: Year 1: Increase the current number of LEA's providing formal transition planning as pilot sites of the ITP Project from 18 to 63 by 1990. Year 2: Provide training assistance to small rural districts. Year 3: Increase the current number of LEA's providing formal transition planning.

Sixteen original pilot sites initiated during 1985-87 Personnel Preparation Grant. Sixty more districts participated as pilot sites over 3 years.

Objective 3: Year 1: Assist the pilot sites in developing formal transition plans for a minimum of 10 students in the 1987/88 school year. Year 2: Eliminated. Year 3: Assist each pilot site in developing a formal transition plan for 6 targeted students.

Formal transition planning was completed for 241 students through pilot sites. Pilot sites indicated 807 students with Individual Transition Plans in middle schools, junior high schools, and senior high schools (May 1990, Table of Activities completed by Transition Pilot Sites).

Objective 4: Year 1: Monitor the 15 pilot sites for a period of one year. Year 2: Eliminated. Year 3: Monitor the selected pilot sites for a period of one year.

Follow-up activities were reported by 70% of 1987-88 pilot sites, 47% of 1988-89 pilots sites, and no follow-up by 1989-90 sites. Districts were monitored bi-annually to determine on-going technical assistance.

Objective 5: Year 1: Complete a follow-up survey for each of the targeted transition students, beginning 6 months after exiting the public school, twice a year for three years. Year 2: Eliminated. Year 3: Complete a follow-up survey on the targeted transition students every six months for a period of three years.

Follow-up and follow-along activities were completed by two large districts. The State Department of Education contracted with the Idaho Center on Developmental Disabilities, a UAP at U of I, to conduct a three-year study of special education students graduating from high school. Sixty-two of Idaho's 107 school districts have special education programs participating in the study.

Key Findings of Evaluations

The Idaho Transition Project was evaluated through outcomes data and evaluations for decisions in process change. Two independent evaluators were utilized in reviewing the impact of the project. The Idaho Center on Developmental Disabilities, University of Idaho, was contracted to complete a statewide research study on follow-along data.

Outcomes data that has been collected on the Idaho is available in the following sources:

Report of Handicapped Children and Youth Exiting the Educational System During 1987-88 and 1988-89 School Years. Information includes: Reason for exiting the school system, age at time of exit, gender, handicapping condition, and presence/absence of a formal transition plan.

Data: 1989: Only 234 of 664 students (35.24%) had formal transition plans. No students with deaf, deaf-blind, and multiple disabilities had formal transition plans. Only 109 of 420 (25.95%) students with specific learning disabilities, and 111 of 191 (58.12%) students with mental retardation had formal transition plans.

Idaho Follow-Along Project Report: Longitudinal follow-along study of students exiting secondary education programs contracted to Idaho Center on Developmental Disabilities (UAP) reflects data from 62 school districts and 228 students; dated May 4, 1990.

Key Findings: Interviewed 228 students. 37% went on to post-secondary training or schooling. 57% are currently employed, but most are not full-time and rarely is pay more than minimum wage.

State Department of Education Study of Three Cohorts: Follow-along study of students exiting schools with formal transitional plans. Identified by trained teachers at pilot sites, the 3 cohorts consist of students who exited school in 1986 (Group A), 1987 (Group B) and 1988 (Group C). Four areas investigated for 6 months.

Key Findings: Group A – (36 months, 15 students). Four employed full-time, $3.86 average wage; 3 employed part-time, $3.35 average wage; 5 are unemployed; 4 former students were unavailable; 4 former students reported living independently.

Group B – (30 months, 26 of original 35 students). **16 LD students**: 10 employed full-time, 4 employed part-time, 2 are unemployed, $4.90 average salary, 9 former students live independently. **10 MR students**: 1 employed full-time, 3 employed part-time, 6 are unemployed, 3 are paid $3.35 per hour. Adult services are used extensively by MR group.

Group C – (18 months, 15 of original 17 students). **7 LD students**: 6 employed, $4.85 hourly wage, 2 live independently. **8 MR students**: 1 employed, $3.35 hourly wage, none live independently.

LEA Follow-Along Studies: 2 districts received stipends to follow-up on their students. Idaho Falls District #91 October 1989: 57 resource room students from 1987. Lewiston District #1: 38 Work Experience Program students from 1983 inception.

Key Findings: Idaho Falls (57 students): 33 employed, 17 unemployed, 7 in school. 16 living independently, 10 with parents. 42 do not receive social service assistance.

Lewiston (38 students): 26 employed, $4.59 average hourly wage. 11 attend post-secondary training. 19 live with parents or in shelter homes, 19 live independently. 21 former students use social services.

Table of Activities Completed by Transition Pilot Sites: Pilot sites from 1987-88, 1988-89, and 1989-90 reported on 19 completed school-based transition service systems. Information collected 3 times at 6 month intervals.

Key Findings: One hundred thirty-two middle school and junior high school students have transition plans. Eight hundred seven senior high school students have transition plans; reported May, 1990. Data suggests districts improve transition services over time.

APPENDIX D

VI-D Personnel Preparation Grant

Project Premise

The activities of the grant were designed around a systems change approach to implementing transition. Specifically, to effect change in how programming and services are perceived, developed, and offered for people with disabilities in public schools and the community.

Goal

To improve prevocational, vocational, and transitional services in schools and the community for handicapped youth and young adults.

Objectives, Activities, and Accomplishments

1984-85 Grant Year 1

Proposed Activities and Accomplishments:

1. Two sets of seven regional meetings will be held to develop local written procedural agreements for support to handicapped students to make transition from high school to community independent or semi-independent living situations.

   Accomplished: One hundred fifty participants attended 6 regional workshops to provide strategies for transitional planning.

2. A resource directory will be developed, printed, and disseminated that will identify available local and statewide contacts to help with the transition of handicapped students from high school to community independent living situations.

   Accomplished: Fifteen hundred copies of *The Transition from School to Community, A Guide for Planners of Post-School Services for Handicapped Youth* were distributed to school personnel, agencies, and other interested persons statewide.

3. In cooperation with the Division of Vocational Education a two-week summer workshop will be held to provide training in vocational secondary handicapped students to 25 LEA special education staff members.

   Accomplished: (In grant year 2) A two-week summer workshop on "Transition Planning and Vocational Special Needs" was held at BSU. Twenty-seven participants from 24 school districts were trained.

4. Three regional workshops will be held to provide information on programming strategies and techniques for prevocational and vocational activities and job placement and follow-up for moderately to severely handicapped students.

   Accomplished: Eighty-eight people attended three regional workshops on "Labor Issues and Transition Planning". Four hundred copies of *Handbook on Labor Issues* were distributed at the labor workshops.

5. One-day program visitation will be arranged to allow school district special education and vocational education personnel who are interested in program development and implementation to review LEA-based comprehensive vocational programs for handicapped students.

   Accomplished: Seventy-two people participated in 24 school visitations during the spring of 1985 to observe and identify best practice sites for secondary special education.

6. An employee of the Idaho State Department of Education will act as project manager for this training grant and will carry out all of the duties and responsibilities appropriate to see the project to its completion.

   Accomplished: A Department of Education employee was assigned to the grant for ¼ time.

1985-86 Grant Year 2

1. Training and monitoring of 6 pilot school sites in Idaho that have been selected to implement the IITP as presented in the guide, "Transition from School to Community", developed by the Special Education Division of the Idaho Department of Education.

   Accomplished: Eighteen schools and 108 students are taking part in the project. The students will be monitored for three years following their graduation or exiting from public school. The monitoring will assist in determining the effectiveness of transition planning.

   An IITP Journal was developed for pilot sites with four major activity areas: administrative, parent education, staff preparation, and student training. Nineteen specific strategies were identified in the 4 activity areas with a one-year time frame.

2. Completion of a packaged video presentation of the IITP to be made available to State Department of Education regional consultants and other select personnel for program development, training, and public relations.

   Accomplished: A video tape produced during February and March, 1986 with its first showing at the statewide conference April 22-23, 1986. Eight states requested the tape and it was used by LEA's, parent groups, agencies, and employers.

3. Two series of IITP training sessions, two sessions per region (six total), to prepare the pilot school sites for IITP implementation. Two schools per region will join together for the training, allowing each school to host a training session throughout the 1985-86 school year.

   Accomplished: There were 2 series of on-site training sessions for the pilot sites. Seventy-eight people were trained.

Objective 2: Provide a system of in-service training, technical assistance, and support.

Accomplished: A two-week summer workshop on "Transition Planning and Vocational Special Needs" was held at Boise State University. This was the second year the course was offered. Nineteen people from 16 school districts and 1 community agency were trained.

Objective 3: Continuation of the Idaho Individual Transition Plan (IITP) Pilot Project.

Accomplished: Eighteen school districts participated in the IITP project. Thirty-four people attended one series of on-site training for pilot sites dealing specifically with computer storage system for a Community Resource Inventory. A *Community Resource Inventory Computer Guide* was developed.

Two hundred people attended 3 regional workshops on "Parents and Transition Planning" focusing on residential and legal issues in November 1986. One hundred sixty people attended 3 regional workshops, "Parents and Transition Planning", focusing on employment alternative issues in February 1987.

Objective 4: Continuation of monitoring of the IITP Pilot Sites.

Accomplished: Students targeted for transition and who exited public schools in 1986 were monitored on a 6-month basis to identify: current job status, training, residence, wages, and involvement in community services.

Objective 5: Establish a system of model dissemination and outreach to further establish school-based transition systems.

Accomplished: Nearly one-third of the money for grant year 3 went to individual districts who developed proposals for "cluster training". The purpose of "cluster training" was to provide in-service training to vicinity schools on transition and vocational training and placement. Officials anticipated that 250 to 300 would be trained.

Objective 6: Continuation of current interagency agreements and cooperation in transition services.

Objective 7: Completion and dissemination of the final draft of *Transition from School to Community*.

Accomplished: Fifteen hundred copies of *Transition! School to Community* were published.

Objective 8: Evaluation of the extent, time lines, and quality of completion and achievement of project objectives and activities.

4. Six regional seminars, inviting local business people and employers, parents, school personnel and adult service providers to join together in an effort to stimulate awareness, interest and success of transition planning.

   Accomplished: Three regional workshops on "Parents and Transition Planning" were held in November 1986. One hundred eighty-eight parents, adult service providers, and employers attended. Three follow-up workshops on "Transition Linkages" were held in February 1986, with 270 participants.

   Seven hundred copies of *A Parent Guide for Securing Financial and Medical Benefits for Handicapped Youth in Idaho*, were developed and disseminated to parents and schools as part of the "Parents and Transition Workshops".

5. A two-day state conference, held at the end of the 1985-86 school year to disseminate the progress and findings of the IITP Pilot Project. Presentations will be made by project participants, as well as noted authorities on transition strategies and trends.

   Accomplished: The Second Annual Statewide Conference on Transition, "Building Bright Futures for Handicapped Youth in Idaho" was held April 22-23, 1986. One hundred educators, parents, employers, and adult service providers attended.

   Sixty-nine people participated in a joint meeting of all pilot sites occurred in March 1986 through sponsorship of the Western Regional Resource Center, University of Oregon, Eugene, Oregon.

6. One-day program visitations to allow school district personnel interested in program development and implementation to review LEA-based comprehensive vocational and/or transition programs for handicapped students.

   Accomplished: Seventy participants took part in site visitations at 28 schools districts.

7. An employee of the Idaho State Department of Education will act as project manager for this training grant and will carry out all of the duties and responsibilities appropriate to see the project to completion.

   Accomplished: A Department of Education employee was assigned to the grant for ¼ time.

1986-1987 Grant Year 3

Goal: To establish Idaho statewide transition-based services in local school districts.

Objective 1: Provide a system of project management.

Accomplished: A system of recording and reporting information, maintain ongoing communication, and strategies and time lines for school-based transition systems.

APPENDIX E

Interagency Working Group on Transition

Project Premise and Philosophy

The Interagency Working Group on Transition holds as a common philosophy that all disabled individuals be afforded the opportunity to lead independent and productive lives in the community and to pursue employment opportunities and options that meet their individual needs and desires. The cooperative transition planning efforts of parents, disabled individuals, school personnel and adult service providers in this process are critical to its success.

The Working Group recognizes nine areas around which transition planning should be centered: 1) income and financial support; 2) vocational placement and training; 3) living arrangements; 4) personal management; 5) use of leisure time; 6) transportation services; 7) medical care; 8) advocacy and guardianship arrangements; and 9) maintenance of family relationships.

The Interagency Working Group on Transition is committed to collaboration in order to insure that the services of each agency are mutually understood, that information regarding agency services and resources is shared, that an agency's activities pertaining to the transition process be open to representatives of other agencies with similar mandates, and that evaluation of the effectiveness of agency transition services be carried out.

Goals and Proposed Activities

Goal 1: Characterize Idaho's process for coordination of agencies involved with the post secondary transition of disabled youth.

Activities: 1) Identify each agency's current efforts; 2) describe working group capacity and limitations; 3) discern group functions: consensus concerns, perspective sharing, and others; 4) convene all agencies.

Goal 2: Develop a common interagency philosophy and purpose regarding transition which acknowledges individual agency mandates.

Activities: 1) Assemble existing interagency documents and/or agreements; 2) collect agency authority mandate information; 3) outline service description; 4) draft statements of philosophy and purpose; and 5) convene IWG for consideration of draft common philosophy/purpose statements, as well as additional agenda items.

Goal 3: Evaluate the effectiveness of Idaho agency activities related to transition efforts.

Activities: 1) Develop/identify IWG policies and procedures for dealing with common issues at state, regional and local levels; 2) develop/identify student/client outcome measures; 3) identify effective agency processes relative to transition-related services; 4) analyze evaluation outcomes (student/client and agency processes); 5) convene IWG for consideration of evaluation outcomes, as well as additional agenda items; 6) disseminate report.

Accomplishments

In December 1985, the Council of Chief State School Officers (CCSSO) Resource Center on Educational Equity announced that Idaho was chosen as one of 5 states to receive a 2-year grant from the U.S. Department of Education's Office of Special Education and Rehabilitative Services (OSERS). The purpose of the grant was to develop a cooperative state-level interagency model on transition that would be disseminated nationwide to assist other states in the process.

The Idaho Department of Education, Special Education Section identified 4 project-team members (PTM) who would work in conjunction with a fifth project-team member from the Western Regional Resource Center (WRRC) in Eugene, Oregon during the early phases of the project. Agency membership in the Interagency Working Group on Transition (IWG) consisted of the following: Idaho Department of Education, Idaho Division of Vocational Education (DVE), Idaho Division of Vocational Rehabilitation (DVR), Idaho Commission for the Blind (Comm. for Blind), Idaho Council on Developmental Disabilities (CDD), Idaho Department of Health and Welfare (DHW), Idaho Association of Rehabilitation Facilities (IARF), and the Western Regional Resource Center.

The representative of each agency, as IWG members, developed the aforementioned three broad goals for the two-year period. The IWG developed a matrix of legal authorization and areas of responsibility through use of a survey which was disseminated to the participating agencies. There had been interagency agreements for some players in place since 1978, but they were updated and others were added. The agreements were:

District: Responsibility for educating institutionalized handicapped children. Three agreements between DHW, SDE, the 3 state hospitals (ISSH, SHN, SHS), and the three local districts where the hospitals are located (1981).

State: Responsibility for educating handicapped children placed out-of-state, an agreement between DHW and SDE (1982).

Agency: Responsibility for special education and/or related service to children with handicaps, there were 6 different agency agreements: 1) ISSDB and SDE (1978); 2) Region X Dept. of Ed. Admin. for Children, Youth and Families (HeadStart) and SDE (1979); 3) DVR, DVE and SDE (1984); 4) DHW's Bureau of CCS and SDE (1978); 5) DHW's Bureau of DD and SDE (indication is 1978); 6) Comm. for Blind, DDU, Idaho DOE, Industrial Comm., DVR, DDC, SDE, DHW, and DVE (an agreement to work together, 1981); 7) SDE and Comm. for Blind (1986).

The IWG continued to meet on a quarterly basis during the term of the grant. Most activities are tied to reviewing the status of the Idaho Transition Project. Activities that can be directly linked to the IWG include:

1. A three-day in-service training on transition by Virginia Commonwealth University's Rehabilitation Research and Training Center. The January 1987 workshop focused on creating regional interagency transition teams to focus on local and regional concerns.

2. Communication and coordination linkage between the DVR and SDE for a contract to provide start-up money to selected providers for developing job coaching/transition services for youth with disabilities.

3. Joint activities in training and support to focus on low-incidence populations in the state including severely emotionally disturbed, severely/profoundly mentally retarded, deaf/blind, et cetera.